

AN ABSTRACT OF THE THESIS OF

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Title: A Comparison Between the Management Practices of Academic Department Chairpersons and Private Industry Managers

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A great deal of responsibility accompanies the person who becomes an academic department chairperson. However, the new department chairperson is often a temporary occupant of the chair and will return to a teaching faculty role within a relatively short period of time. In addition, there are few training programs in place to prepare the new department chairperson for the managerial components of the position.

Considering the short duration of incumbency, the dearth of training, and the internal relationships within departmental faculties, the question is asked: How do academic department chairpersons compare with their counterparts in private industry, who in turn receive more training, remain in their position for

longer periods of time, and almost never return to their former position?

A survey instrument developed for private industry application was used to ascertain the perceptions of the managerial styles, including the perceived strengths and weaknesses, of academic department chairpersons. Nine academic deans, 24 department chairpersons, and 99 faculty members participated in the survey. The results were analyzed by application of the two-tailed "t-test" statistic. Although there were strong indications of similarities between the management styles of academic department chairpersons and managers in private industry, the research hypothesis that there were no significant differences in perceived styles between the two types of managers was not supported.

A Comparison Between the Management Practices  
of Academic Department Chairpersons and  
Private Industry Managers

by

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A COMPARISON BETWEEN THE MANAGEMENT PRACTICES  
OF ACADEMIC DEPARTMENT CHAIRPERSONS  
AND PRIVATE INDUSTRY MANAGERS

I. INTRODUCTION

The two fields (business and higher educational institutions) are so different as to preclude any useful exchange of management skills. (Millett, 1975, p.44)

Management is a required ingredient for every endeavor. The ultimate success of an endeavor will, to a great degree, be dependent upon the managerial skills of individual managers and supervisors. However, "most people do not hear 'management'; they hear 'business management'" (Drucker, 1982, p. 105). The function of management, and the nature of its authority and responsibility, was studied first as a discipline and was indeed first seen, identified, and studied as a part of business enterprise. In Drucker's view, this was

hardly more than a historical--and primarily American--accident. Management is the specific organ of any modern institution. The people in management may be called by different names--schools and hospitals, for instance, prefer to speak of administrators. But what all of them do is to manage. What all of them practice is management. (p. 105)

Early 20th Century management theorists such as Fredrick Taylor, Henri Fayol, Walter Dill Scott, Frank and Lillian Gilbreth, Henry Gantt and Elton Mayo (George, 1972) repeatedly emphasized that training in the managerial functions is needed. However, systematic training in the managerial aspects of higher education has not been evident. This situation has been explained by Olswang and Cohen (1979):

Higher education administration has long been considered the bastion of logical, pragmatic decision-making practiced by controlled, rational, and scholarly individuals possessing unquestioned expertise in their fields. ( p. 1)

They opine that there is, therefore, a natural inclination to maintain a hands-off policy regarding training of administrators as they move up through the educational hierarchy.

No known instrument has been developed in the arena of higher education which specifically assesses the managerial skills of academic managers, or administrators. The purpose of this study was to ascertain whether such an instrument, developed for assessment of managerial skills of industrial managers, may have valid use in the higher education environment.

### Statement of the Problem

The purpose of this research was to compare and contrast management practices of department chairpersons in higher education and managers in the private industry environment.

The major objectives of the study were:

- 1) To review the literature addressing the recommendations by management theorists that managers receive some formal training in managerial concepts.
- 2) To review the literature addressing the major concepts of managerial styles.
- 3) To review the literature addressing the training of department chairpersons in higher education.
- 4) To utilize a reliable and valid managerial style survey instrument used in private industry to obtain perceptions of management practices of department chairpersons in higher education.
- 5) To prepare an analysis of the results of objective #4 in order to obtain a university-wide department chair analysis and compare it with an industrial norm (additional sub-

groupings of analysis are listed under Data Analysis).

- 6) To obtain a reliable and valid method of outlining the perceptions of management style of individual department chairpersons in the managerial aspects of their work.

### Rationale for the Study

This research attempted to establish a procedure by which the perceptions of how individual department chairs may be accomplishing their managerial duties could be identified, and to present the results of this study in a non-threatening manner. It is recognized that there is no perfect method of subjectively analyzing management style. The individual may choose to act upon the information presented, and such action could be part of a personal growth program, rather than having an administration require certain training for all incumbent chairs, based upon some general, organizational perception of development needs which may or may not have application to the actual developmental needs of a particular department chairperson.

Fisher (1977) has proposed that there are several reasons for providing training for administrators, including: (1) the need to keep abreast of the complex

issues that have implications for administrative role responsibilities and opportunities in higher education and to maintain current knowledge of contemporary administrative concerns; (2) the need, particularly for novice administrators, for specific role guidelines and the development of individual skills and operating strategies relating to organizational behavior, interpersonal relations, communications, leadership methods, decision-making, effecting change, and time-management, and (3) the need to transcend the cognitive aspects of learning and reflect the often-neglected affective domain and the need for personal growth and renewal.

Olswang and Cohen (1979) not only agreed with Fisher, but also cited other authorities who were also in agreement that the need for such training existed. However, they made the additional observation that "little direct research has been performed to isolate the areas in which such training should be focused" (pp. 1-2).

No multi-level testing with a *single instrument* has been used to evaluate academic administration performance. Knight and Holen (1985) have evaluated department chairpersons, using one instrument for the chair's self-evaluation, and another for the faculty's perceptions of the chair's performance. However, they did use the multi-level concept in their approach be-

cause of their belief that how the chair perceives his/her management, and how that management is perceived by the departmental faculty are both important. They determined that one of the most salient issues was that "the relationship between the faculty's perception of the chair's leadership and their perceptions of the chair's performance" (pp. 678-679) must also be taken into consideration.

This research proposed to expand the multi-level approach by including the department chair's self-evaluation, an evaluation of the department chair by the chair's administrative dean, an evaluation of the department chair by the chair's peers, and an evaluation of the department chair by a sampling of the department's faculty.

### Delimitations of the Study

This study was restricted in sample size to a relatively small population of department chairpersons at Oregon State University, a state land-grant institution of public education. The purpose of this restriction was to test the effectiveness of the instrument within the atmosphere of a single organization, responding to a single source origination of general guidance and management. The results obtained should not be gener-

alized to other academic institutions of higher learning. The feasibility of using a multi-level instrument, developed in private industry, may be generalized.

### Assumptions of the Study

The following are the assumptions upon which the conclusions of this study are based:

- 1) Development of management skills is no less important to the successful accomplishment of a department chair's responsibilities than it is for managers in private industry.
- 2) Evaluation of management skills at the department chairperson level is not a common phenomenon.
- 3) There is a need to systematically evaluate department chairpersons on their managerial skills.
- 4) The method of evaluation must be non-threatening.
- 5) Evaluation must be multi-level in order to obtain the greatest differentiation of feedback.



### Definition of Terms

**Acceptance of Authority:** The willing acceptance by subordinates, to recognize the authority of superiors and their to follow the directions of these superiors.

**Administrator:** An individual having the authority and responsibility to direct others. Used interchangeably with manager or supervisor in this study.

**Authority:** The right to take the action(s) necessary to accomplish goals.

**Continuing Education:** The process of developing skill and knowledge beyond the formal schooling period.

**Hawthorne Effect:** Conclusions of Elton Mayo that the emotional perceptions of an informal work group have a far greater influence on productivity than logic.

**Lifelong Learning:** A concept used to express the need for education throughout life.

**Management:** The utilization of the five functions of management (planning, organizing, staffing, directing, and controlling) to pursue organi-

zational goals. The process of achieving goals through the efforts of others.

**Management development:** A systematic process of education and training designed to improve the performance of an individual manager.

**Managerial Style:** The way particular individuals, in occupying managerial positions, carry out their duties.

**Organizational Development:** A systematic process of education and training designed to change the culture and/or direction of the entire organization.

**Span of Management (control):** The number of subordinates a manager supervises directly.

**Synergy:** The increase in productivity which may come about from the combined cooperative effort of several people working together toward a single goal as opposed to several individuals, each working alone toward a similar end. A combination of the words synthesis and energy.

**Training:** Presentation of specific information to accomplish a definite purpose in the participant's development.

**Unity of Command:** The principle that one person should report directly to only one superior.

## II. REVIEW OF THE LITERATURE

The selected literature is presented in three categories. The first section reviews the importance of managerial training as indicated by selected managers and management theoreticians in a historical review. The second section reviews managerial styles as identified by selected managers and management theoreticians. The third section reviews management training which has been available for academic department chairpersons.

### Management Training: A Historical Review

Evidence of management practices often has been in the form of scraps of information found in the historical accounts of great empires past, archaeological digs investigating ancient civilizations, in ancient monuments like the Great Wall of China or the pyramids of Egypt, in religious traditions like those found in the Old Testament (*Exodus: 18*), and surviving written works like *The Art of War* (Wu, 1957), which in 500 B.C. outlined the value of planning, directing, and organizing. However, although the ancient empires needed exceptional managerial systems to survive, little of a

concrete nature about management theory was passed along (Holt, 1987).

The first author known to have identified management as a concept and not as a by-product of an enterprise was Niccolo Machiavelli (Jan, 1967). His writings in *The Prince* and *The Discourses* (early 16th century) set forth four fundamentals for all organized endeavors:

- 1) Reliance on the consent of the governed. He recognized that authority flows from the bottom up. Today's management texts refer to this as acceptance of authority.
- 2) Cohesiveness. He presented the concept that the crucial element of organizational cohesiveness was to insure that the people know what they can expect from their prince and in return what is expected of them--the principle of clear cut responsibility.
- 3) Leadership: "A good prince must also be a wise observer of events and people, able to use both to his advantage." Not in an underhanded way but, like most successful managers, he should learn to take advantage of an opportunity when it arises. Also, he should be able to sense the trends of the times and to adapt.

- 4) The will to survive. A prince should be alert to stamp out disturbances while they still can be remedied. This is a reminder to realize the advantage of taking action over allowing a disadvantageous situation to linger on.

Claude S. George (1972) reinforced Machiavelli when he wrote:

Perhaps his major contribution of interest to management scholars is that he overtly identified management as a concept, for it was management that the princes (or managers) would have to apply effectively if they were to survive. ( pp. 43-47)

Western management practices, which centered on an identification of specific management activities called "functions," emerged with the increasing centralization of economic endeavors during the Industrial Revolution. Eli Whitney (Green, 1956) recognized the principle of "span of management," while Newman (1835) identified the duties of management as "planning and arranging, and conducting the different processes of production" (p. 51). These developments eventually led to the realization that management was becoming so important that "the first care, however, of a government should be to create institutions that will serve as training schools for good industrial managers" (Laveleye, 1884 p. 96). The need for management training was recognized also in the United States, and businessman Joseph Wharton, in 1881, donated \$100,000 to the University of

Pennsylvania to establish a department which would later become the Wharton School of Management. The University of Chicago and the University of California followed this lead and established business schools in 1898 (George, 1972).

The early 20th Century brought recommendations for training in management from a number of theorists, including Fredrick Taylor, Walter Dill Scott, Henri Fayol, Frank and Lillian Gilbreth, Mary Parker Follett, Henry Gantt, and Elton Mayo (George, 1972; Metcalf, 1930). These pioneers recommended repeatedly that training in various aspects of management be emphasized.

Each management expert leaned toward a particular aspect of management: Fredrick Taylor, "the father of scientific management" (Holt, 1987), emphasized the importance of the training of managers as well as time and motion studies to improve productivity and profitability (Taylor, 1911).

Walter Dill Scott (1923), a former president of Northwestern University, wrote that the human factors of proper selection and training of employees had not kept pace with technological improvements. He believed that the worker would perform at a much higher efficiency rate if management itself was properly trained. Lillian and Frank Gilbreth continued these scientific

studies, but Lillian pioneered the humanistic approach to employees, and her human resource approach to management emphasized the training of personnel (Bedeian, 1986). Mary Parker Follett emphasized that productivity would come from recognizing and acting upon the motivating desires of the individual and the group.

Agreeing with Fayol and Sheldon, she stressed education and the fact that leaders were not born only, but could be made through education in understanding group dynamics and human behavior. (George, 1972, pp. 138-139)

Henry Gantt pioneered the idea that management had a responsibility to teach and train workers to become more skilled. He believed that managers themselves learned by trial and error, by on-the-job training and by formal schooling (Urwick, 1956). Elton Mayo (1933) developed his theory, which became known as the "Hawthorne Effect." (The experiment took place at the Western Electric Hawthorne plant outside of Chicago.) Mayo explained that attention given to groups of workers, be it reward or punishment, resulted in a synergistic effect within that informal group of workers, and that managers should learn how to tap into the informal group in order to increase productivity. He identified the concept that emotion plays a far greater role in productivity than does logic. However, it fell to Henri Fayol (1949) to specifically outline the functions which managers must accomplish if they are to

carry out the work of management successfully. These "functions" are found, with minor differences in presentation, in the management and supervisory texts available today in any bookstore. These "functions" have been carried out by military, business, religious, and political entities since humans began living and working in groups, but were never formally collectively identified until Fayol.

Because of his pioneering work, Henri Fayol (1949) has been identified as the "father of administrative management." In 1916 he formulated his list of management "functions," or managerial planning, organizing, commanding, controlling, and coordinating:

- 1) Planning: Examining the future and drawing up a plan of action.
- 2) Organizing: Building up the human and material (resources) to achieve goals.
- 3) Commanding: The maintenance of activity among the personnel of the organization.
- 4) Controlling: Seeing that everything is accomplished in conformity with established plans and commands.
- 5) Coordinating: Bringing together, unifying, and harmonizing all activity and effort.

Of these five functions, Fayol thought that planning was the most important and the most difficult. Poor planning, he reasoned, would lead to



subsequent hesitations, false steps, untimely actions, general weakness and possible demise. (George, 1972, p. 155)

Fayol took the behavioral approach to management, as he believed coordination of human and non-human resources also needed a control system. In modern management texts, the titles of the functions listed above have been modified to include planning, organizing, staffing, directing, and controlling (Attner & Plunkett, 1984)

The "functions" of management are suggested to be universal, applying to any work involving management, at any level, in any organization, and within any discipline or any technological environment. More modern management theorists such as Chester Barnard (1953), Oliver Sheldon (1966), Peter Drucker (1977b), and Paul Hersey and Kenneth Blanchard (1982) have all endorsed training in the management functions as a way to enhance managerial productivity. Barnard discussed education as a method of developing personal skills (1938). Sheldon (1966) bridged the gap between scientific management and the social side of management. He believed in management as a "whole," not as something to be sectionalized, and made the following points:

- 1) Management has evolved as a separate profession.
- 2) The need for a code or a set of rules to serve as a guide for good managerial practice.
- 3) The need for formalized management training, particularly at the university level.

- 4) The greater importance of managerial ability over technical ability in the higher echelons of management.
- 5) The importance of developing better leadership to secure the best cooperation from the workers.
- 6) The importance of conferences in coordinating the overall effort.
- 7) The need for unity of command. (pp. xiv-xv)

Douglas McGregor, who coined the terms "Theory X" and "Theory Y" in his identification of managerial assumptions about employees (Bennis, 1966), wrote that managers must change their way of approaching management because of the growth of science, the changes in technology in the work-place, the changes in the work force, and changes in society and industrial relationships. Although McGregor's papers were published by Bennis after McGregor's death, they reinforce McGregor's ideas about the necessity for training managers. McGregor (1957), although supporting formal training for managers, also succinctly issues a warning that such training will be successful only if certain conditions are met:

Managerial competence is created on the job, not in the classroom. However, classroom education can be used as a powerful aid to the process of management development, providing there is sufficient understanding of the different kinds of learning which are involved and of the different methods and strategies that are appropriate to these. Only disillusionment can result from the naive attitude that education is a Good Thing regardless of the need to be met. (pp. 225-226)

Peter Drucker (1966) has supported the value of management training. He believes that effectiveness

should be the first goal of any person who has the responsibilities of managing others, be it in the knowledge industry or physical labor industry. His list of the needed traits of management effectiveness can be viewed in five general categories:

- 1) Time. Effective executives systematically manage what time can be brought under their control.
- 2) Results. Effective executives are geared to results and outward contributions rather than to the work itself or how it may be accomplished.
- 3) Strengths. Effective executives build upon their own strengths and those of their subordinates, colleagues, and superiors; effective executives realize what they are not capable of doing.
- 4) Concentration of effort. Effective executives give priority to performance in those areas in which they are capable of producing the best results.
- 5) Decisions. Effective executives are aware that effective decision-making involves correct procedures, reaching judgements based on "dissenting opinions" rather than on a "consensus of facts" (pp. 23-24).

In summary, Drucker (1966) feels that there is substantial need for more effective processes of executive training, both on the individual and the organizational levels. In his view, all organizations could benefit from more extensive training programs, based upon the principle that there is no one ideal model.

There is much more to the self-development of an executive than his training in effectiveness. He has to acquire knowledges and skills. He has to learn a good many new work habits as he proceeds along his career, and he will occasionally have to unlearn some old work habits.

. . . . .

Enormous resources are brought together in the modern large business, in the modern large government agency, in the modern large hospital, or in the university; yet far too much of the result is mediocrity, far too much is splintering of efforts, far too much is devoted to yesterday or to avoiding decision and action. Organizations as well as executives need to work systematically on effectiveness and need to acquire the habit of effectiveness. They need to learn to feed their opportunities and to starve their problems. They need to work on making strength productive. They need to concentrate and to set priorities instead of trying to do a little bit of everything. (pp. 169-171)

Peter Drucker (1966) possibly could not have given more direct advice as to the need for education in management when he stated that "effectiveness must be learned" (p. 174). George Odiorne (1965), writing during the same period as Drucker, paralleled Drucker's thoughts on the value of formal training for managers, but he warned also that training the individual on particular management techniques may not be successful unless the instructor includes one of the following actions:

- 1) Teaching the subordinates their boss's favorite method of managing.
- 2) Holding the course, perhaps in briefer form, for top management and getting their acceptance for the subject to be taught to the lower-level managers. (p. 136)

Paul Hersey and Ken Blanchard (1982), although warning that one cannot become a good leader or manager merely by attending classes or reading books and not practicing, still concluded that:

There is still much that is unknown about human behavior. Unanswered questions remain and further

research is necessary. Knowledge about motivation, leader behavior, and change will continue to be of great concern to practitioners of management for several reasons: it can help improve the effective utilization of human resources; it can help in preventing resistance to change, restrictions of output, and union disputes; and often it can lead to a more productive organization. (p. 311)

Although most of the authors named agree that management skills can be developed by on-the-job experience only, they universally agree that formal management education, although not a guarantee of successful managerial performance of and by itself, is a vital and necessary ingredient for enhancing the probability of success among those selected to fill managerial positions. A "natural manager" may occur in nature, but perhaps at about the same ratio as "natural physicists", "natural historians", "natural leaders", or "natural athletes". Perhaps all of the above could be successful instantly, but left to chance alone, the probabilities cannot be high.

### Management Style: Theories and Concepts

As a preface to what follows, please note that management theories and concepts written prior to and during the early 1960s express managerial pronouns almost exclusively in male terms. In lieu of inserting a "(sic)" after each male pronoun in directly quoted material, it is suggested that the readers remind them-

selves that such archaic terminology is demeaning and has no honorable place in management theory and concepts as applied today.

Management, according to Webster's, means managing or being managed or the exercise of control or direction, while style is the characteristic manner of expression or execution in any art; skill is ability in such an art (i.e., management). Management style, according to James (1985) is "how one goes about doing their task of leading a project or some part of a project" (p. 61). Rear Admiral Grace Murray Hopper, USN (Ret.), expressed her opinion that "you manage things; you lead people" (1989).

Management style, as surveyed in this research, expands upon James' (1985) definition and combines the perceived abilities of department chairpersons to both lead and manage. An indication of how well they do so when compared with their industrial counterparts is the goal of this research. However, it should be clear that no two department chairpersons will accomplish their goals in an identical manner. How they are perceived as doing their jobs will give an indication as to the general managerial style they have developed for themselves. Their style can fall into one or more of several general categories which have been identified

by managerial theorists. A general description of selected styles follows.

The purpose of this review is to familiarize the reader with a few of the theory/style identifications as viewed by management experts, with the caveat that no particular theory/style is in itself right or wrong. What is common to the theories which follow is the suggestion that the most important factor for success depends upon which style is used in any particular and unique situation. Consideration of management theories is prefaced by a section summarizing some of the useful tools developed by the analysis of managerial styles.

### Management Style Evaluation Techniques

The following techniques have been devised as methods of management style evaluation and determination of patterns of executive leadership.

#### Continuum of Leadership Behavior

The "continuum of leadership behavior" grid has the value of allowing an individual to assess his/her managerial pattern. The continuum (Appendix B, page 117) was developed by Robert Tannenbaum and Warren Schmidt (1957). Tannenbaum and Schmidt recognized that managers using purely authoritarian leadership styles were less effective than those who were more democratically inclined. They claimed that the manager of that

day was not sure how to act in many situations, and was at a loss as to what was appropriate. Tannenbaum and Schmidt developed the continuum as a framework for confronting this dilemma, the issue being the question of when to use managerial authority and when to allow freedom for subordinates. The explanation of the graph as given by its developers relates manager actions to the degree of authority exercised and to the amount of freedom available to subordinates in reaching decisions. Actions at one extreme of the grid characterize managers who maintain a high degree of control, while those at the opposite extreme characterize managers who exercise minimum control. The grid is divided into seven general positions, which are characterized as follows (pp. 95-97):

- 1) The manager makes the decision and announces it. In this case the boss identifies a problem, considers alternative solutions, chooses one of them, and then reports this decision to his subordinates for implementation.
- 2) The manager "sells" his decision. Here the manager, as before, takes responsibility for identifying the problem and arriving at a decision. However, he takes the additional step of persuading his subordinates to accept it.



- 3) The manager presents his ideas, invites questions. Here the boss who has arrived at a decision and who seeks acceptance of his ideas provides an opportunity for his subordinates to get a fuller explanation of his thinking and his intentions.
- 4) The manager presents a tentative decision subject to change. This kind of behavior permits the subordinates to exert some influence on the decision.
- 5) The manager presents the problem, gets suggestions, and then makes his decisions.
- 6) The manager defines the limits and requests the group to make a decision. At this point the manager passes to the group (possibly including himself as a member) the right to make decisions.
- 7) The manager permits the group to make decisions within prescribed limits.

#### Self-Fulfilling Prophecies--The Pygmalion Effect

Robert Rosenthal has performed an on-going series of experiments which continues the work done by Albert Moll. Rosenthal states: "More than half a century ago, Albert Moll concluded from his clinical experience that subjects behaved as they believed they were expected to" (Rosenthal & Jacobsen, 1968, p. 11.). This

particular effect was named "The Pygmalion Effect" and has its roots in Greek Mythology. George Barnard Shaw took the myth and wrote the play *Pygmalion*, and Hollywood later filmed the movie version, calling it *My Fair Lady*. In one scene, Eliza Doolittle explains: "You see, really and truly, apart from the things anyone can pick up, the difference between a lady and a flower girl is not how she behaves, but how she's treated" (*Productivity and the self-fulfilling prophesy*, 1978.)

J. Sterling Livingston (1969) has brought the Pygmalion Effect into the management arena, and uses the theory in his work in organizational development. In effect, though there are those managers who achieve superior performance by the manner in which they treat their subordinates, there are also those managers, like Professor Higgins (in *My Fair Lady*) who unintentionally treat their subordinates in a way that leads to lower performance than they are capable of achieving. Moreover, managerial expectations can be correlated with performance, i.e., the higher the expectations, the greater the rate of productivity.

Livingston (1969) documented the influence of expectations upon performance, reaching the following conclusions: (1) Employee performance and career progress is largely dependent upon a manager's performance expectations and the manner in which employees

are treated; (2) superior managers have the ability to create performance expectations that employees will fulfill; (3) less effective managers fail to develop high expectations and organizational productivity suffers; and (4) more often than not, subordinates achieve at levels at which they are expected to achieve.

Livingston (1969) believes that managers more effectively communicate low expectations than high expectations, even though most managers believe the opposite. Positive feelings often are not clearly expressed. The key to success in managing is not the way one organizes, but the way he/she treats subordinates. He also warns that the expectations of the manager must pass the test of reality. If expectations are impossibly high, the subordinate will give up. On the other hand, if the goal that the manager sets can be met with absolute certainty, the subordinate also will not be motivated. Livingston concludes that:

What a manager believes about his ability to train and motivate subordinates clearly is the foundation on which realistically high managerial expectations are built. (p. 85)

### The Managerial Grid

The Managerial Grid was developed by Robert Blake and Jane Mouton (1978) and is shown in Appendix C, page 118. The grid is used by the authors as a part of their organizational development seminars, and is used

to assist managers in determining their own leadership styles. The Managerial Grid is also used as a planned organizational development package for use by any organization, as may be seen by an analysis of its structure (Siegal & Lane, 1982):

The core of the Grid OD program . . . rests on a bipolar conceptualization of leadership. The two key dimensions are: (1) concern for production and (2) concern for people.

The Grid shows the placement of five hypothetical managers. The 1,1 manager behaves in the least desirable fashion. The 9,9 manager, who is maximally concerned both with production and with the people with whom he interacts, is presumed to behave in an optimal manner. (pp. 386-387.)

In Bedeian's (1986) view, concern for production emphasizes getting results or accomplishing a mission. Concern for people emphasized mature and healthy relations among work group members.

An individual's leadership styles may be identified on the grid by the individual or his/her associates. There are 81 possible combinations, each combination showing more or less emphasis on the two key dimensions: concern for production or concern for people. The five focus points of the grid include (Holt, 1987):

- 1) Impoverished Management: the 1,1 style, in which the manager exerts only minimum effort to achieve performance as well as to sustain and support organizational members.

- 2) Authority-Obedience Management: the 9,1 style, in which the manager manifests high regard for operational efficiency, exercises authority unilaterally, and often with little regard for the manner in which subordinates are treated.
- 3) Country Club Management: the opposite, of 1,9 extreme, in which the focus is on people rather than on production. The working assumption is that happy people working in a friendly environment will be productive employees; the requirements of production and operational efficiency are often ignored.
- 4) Organization Man Management: the 5,5 middle of the road style in which managerial authority has limits and the needs of employees are in balance with the needs of production. This is the least-risk style of management, most often noncontroversial in nature.
- 5) Team Management: the 9,9 style, or the ideal for effective leadership. Operations are conducted and production maximized through application of team concepts and participative decision making, while at the same time encompassing a complete regard for people and their needs. A committed work force and leaders who

exercise authority with full acceptance of shared authority results in maximum production levels.

The identification of a manager's individual style and/or the identification of the organization's style may be identified, and both individual and/or organizational programs may be initiated to accomplish movement toward the ideal.

### Theory X and Theory Y Management

These styles were identified by Douglas McGregor in 1957. McGregor believed that the individual manager made certain assumptions about his/her subordinates, and in doing so managers thereby inserted themselves into a place on a continuum. This continuum had as its extremes "X" on one end, which represented the tactics of control, and "Y" on the opposite, which represented the nature of relationships and established an environment which encourages commitment and opportunity. According to McGregor, managers made the following assumptions about their subordinates:

- 1) Theory X: The average person has an inherent dislike of work, will avoid it if possible, and therefore must be coerced, controlled, directed, or threatened with punishment to get them to put forth an adequate effort. In

addition, the average human being prefers to be directed, wishes to avoid responsibility, has little ambition, and only wants security.

- 2) Theory Y: To most employees work is as natural as play or rest and the average human being does not inherently dislike work. Workers will exercise self-direction and self-control and will be committed to objectives as a function of the rewards associated with their achievement. The average human being learns, under proper conditions, not only to accept but to seek responsibility and, in addition, has the capacity to exercise a relatively high degree of imagination, ingenuity, and creativity.

McGregor (1957) warned that the assumptions of Theory "Y" are not finally validated. However, he did state his belief that:

Theory X offers management an easy rationalization for ineffective organizational performance: It is due to the nature of the human resources with which we must work. Theory Y, on the other hand, places the problems squarely in the lap of management. If employees are lazy, indifferent, unwilling to take responsibility, intransigent, uncreative, uncooperative, Theory Y implies that the causes lie in management's methods of organization and control. (p. 48)

Peter Drucker (1977a) evaluated these theories, discussing them in view of Abraham Maslow's (1970) treatment of Theory X and Theory Y. McGregor (1957)

presented the two theories as alternatives and pretended to impartiality. Yet, no reader ever doubted--or was meant to doubt--that McGregor himself believed wholeheartedly in Theory Y.

In explaining the Theory X and Theory Y assumptions, McGregor (1957) discusses motivation and the advantages of allowing an individual to work toward self-actualization. These are direct references to Maslow's "Hierarchy of Needs," and although not a management theory of itself, Bedeian (1986) regards it as an important guide for understanding individual motivation. Because of the widespread acceptance of Maslow's (1970) "Need Theory," and its close relationship with Theory Y assumptions as well as with other managerial theories, a digest of the Hierarchy of Needs and its implications is provided in Appendix A, page 116.

#### Management by Objectives

"Management by objectives" (MBO), a term first used by Peter Drucker (1977b), originally was aimed at countering subjective performance appraisals. The concept was subsequently expanded to counter what Drucker called "management by drives" (p. 65), which involved short-term drives to accomplish results which unintentionally became only temporary changes. Drucker believes that "proper management requires balanced



stress on objectives," and management by objectives moved out of performance appraisal and into general management. Drucker (1973) explains that managers must be aware of performance requirements in light of business goals, while their superiors must know what contributions they can demand and expect.

Management by objectives requires major effort and special techniques. In a business enterprise managers are not automatically directed toward a common goal. On the contrary, organization, by its very nature, contains four factors which tend to misdirect: the specialized work of most managers; the hierarchical structure of management; the differences in vision and work and the resultant isolation of various levels of management; the compensation structure of their management group.

To overcome these obstacles requires more than good intentions. It requires policy and structure. It requires that management by objectives be purposefully organized and be made the living law of the entire management group. (pp. 352-353)

George Odiorne (1965) explains management by objectives as:

a process whereby the superior and subordinate managers of an organization jointly identify its common goals, define each individual's major areas of responsibility in terms of the results expected of him, and use these measures as guides for operating the unit and assessing the contribution of each of its members. (pp. 55-56)

Odiorne points out that management by objectives is extremely valuable to professional workers, although he does warn the user that the system is not a panacea for all managerial problems. As a valuable reason to adopt the system, Odiorne goes on to note that prior research had shown that when management expectations were not

achieved, the frequent cause was that subordinates were not aware of the nature of the goals expected from them.

A more recent explanation of management by objectives is given by Weihrich (1977), who brings Henri Fayol's managerial functions into the MBO system:

MBO must become a system of managing that integrates the organization with its environment and the various key managerial activities so that the whole is more than simply the sum of its parts.

The various organization subsystems are integrated and contribute to the overall organizational aims, the functions of planning, organizing, staffing, directing, and controlling become mutually supportive. As one function changes, others are modified. Changes are effected by communication throughout the total system. MBO provides a unified system that channels all efforts toward results. (pp. 43-44)

Odiorne (1977) reinforced the value of management by objectives for the knowledge workers of the 1980s when he wrote that technical staff and specialized or highly talented employees tended to shift goals with each new piece of knowledge acquired, in contrast for the MBO requirement for advance commitments. The result is that MBO has been successfully applied when the organizational goals can be determined with relative precision (e.g., financial or sales goals), but is less successful with respect to non-tangible (e.g., nonfinancial or unquantifiable) organizational goals. As a result, organizational needs for greater functional effectiveness require increasingly rigorous management

analysis and commitment, placing new limits on characteristic or intuitive managerial styles. For Odiorne, MBO was the answer, a system which could function with either participative or top-down, directive management styles.

### Situational Leadership

The concept for situational leadership came from Hersey and Blanchard's (1982) work in individual and organizational development. Both individuals espouse the theory that there is no one best way to manage. They are not alone in the belief that the successful managers are those individuals who can adapt to the particular demands of a single situation, and to change styles as the situation demands.

According to Hersey and Blanchard (1982), the situational leadership theory:

is based on the amount of direction (task behavior) and the amount of socio-emotional support (relationship behavior) a leader must provide given the situation and "the level of maturity" of the follower or group.

Thus, Situational Leadership Theory focuses on the appropriateness or effectiveness of leadership styles according to the task relevant maturity of the follower(s). This cycle can be illustrated by a bell-shaped curve superimposed upon the four leadership quadrants [Appendix D, page 119].

In summary, effective leaders must know their staffs well enough to meet their ever changing abilities and demands upon them. (pp. 1-5.)

It should be remembered that over time followers as individuals and as groups develop their own patterns of behavior and ways of operating, i.e. norms, customs and mores. While a leader may use a specific style for the work group as a group, that leader may quite often have to behave differently with individual followers because they are at different levels of maturity. In either case, whether working with a group or an individual, changes in leadership style from S1 to S2, S3, and S4 must be gradual! This process by its very nature cannot be revolutionary but must be evolutionary: gradual developmental changes, a result of planned growth and the creation of mutual trust and respect.

The management/leadership concepts described are by no means intended to be the last word on all facets of management and leadership. Rather, they provide basic familiarity with general theories and concepts. When these conceptual examples are examined closely, they suggest that each and every style may or may not be appropriate in any given situation. They further suggest that the actions chosen by a particular manager in a particular situation are *contingent* upon the environment of the instant.

No matter what particular managerial theory is selected for study, the entire situational framework rests upon a supervisor or a manager. The manager, at

whatever level, and in whatever economic, competitive, geographical, cultural or technological environment, attempts to coordinate the efforts of people. He or she works with whatever implements are currently available to produce one or a combination of goods, services and information/ideas most efficiently and effectively. Whether the supervisor or manager has any knowledge of managerial concepts and the concomitant options, he or she will fall into an identifiable managerial style.

#### Management Training for Department

#### Chairpersons: General Developments

The literature suggests that something needs to be done to encourage institutions of higher education to become more efficient and effective in the use of their resources. Hengstler, Brandenburg, Breskamp, & Smock (1981), in their study of faculty ratings as a measure of administrator quality, suggest that the perceived performance of the department head plays an important role in the faculty's perception of the department, giving credence to the concept that feedback on performance is important for the group leader. Baum (1983) reinforced this concept by suggesting that although a performance evaluation is time-consuming, it is important in helping individual development. Wagga-

man (1984) writes that administrator developmental programs are important, but warns that the need for particular training must be determined based upon "a thorough understanding of the role of chairs and the ways in which training may teach problem solving skills, reduce role conflict and clarify expectations" (p. 5).

Scott (1978), writing on the development of competence in academic administration but not specifically at the department chairperson level, suggests that training in management, among other subjects, could prevent the "Peter Principle," whereby individuals are promoted to their level of incompetence, where they remain. Crawford (1982) believes that all too often success occurs in spite of administrators not because of them, reinforcing the importance of administrators' awareness of how their management performance is perceived by others:

Administrators in higher education need to have strong skills in the communicative, human resource planning, and self-awareness domains. (p. 2).

.....  
Successful administration in institutions of higher learning will evolve from a blending of management and scholarship, and academic management will have to become a respectable component of the higher education community. (p. 15)

Knapp (1969) reminds his readers that the process may be referred to as management or administration and warns that increased managerial ability is an absolute requirement for continued success of universities and

colleges. Klein and Posey (1986) reflect on the generic and portable nature of management abilities in their article, "Good Supervisors Are Good Supervisors--Anywhere." Pyles (1981) emphasized the importance of department chairpersons recognizing how individual faculty member's responses differ in response to attempts at leadership on the part of the chairperson. Ringle and Savickas (1983) focused on the need for administrators to develop planning skills because of the increased need to be effective in resource allocation.

As long ago as 1969, Knapp identified colleges and universities as "competitive enterprises," competing with each other for scarce resources and for enhanced prestige as a foundation for public support. He states that:

the central question is not whether we have too many or too few administrators, but whether those we have manage well, whether they indeed contribute to institutional survival and academic well-being. On this score, we must admit that both those who would have us manage less and those who would have us manage more are at least partially correct.

Larger staffs have not improved the quality of information used in academic decision-making. Presidents, deans, middle managers, and faculty committees still rely as much on folklore and anecdotal information . . . as on information derived from systematic data analysis.

All available evidence indicates that, in keeping with academic folklore, the best administrator is still thought to be the "complete amateur," an individual who comes to his post without prior knowledge of or preparation for the tasks at hand, and most certainly without ambition to be an administrator. Indeed, the spirit of amateurism

permeates the academic organization from top to bottom. (pp. 55-57)

Not long after Knapp (1969) sent out his alert, Richman and Farmer (1974) focused on managerial skills needed in institutions of higher education, and included what they called the "mid-management" of higher education, the deans and department chairpersons. In outlining the abilities needed for such positions, they identified the following:

We are interested in such critical things as: articulating goals and priorities and making them operational and effective; effective and wise use of power; conflict avoidance and conflict resolution; improved long-term and strategic planning as well as improved shorter-term planning and budgeting; improved information and control systems; effective staffing and organizational design; effective leadership; direction; communication and human motivation; bringing about constructive change and innovation. (p. 2)

Richman and Farmer (1974) recommended applying business concepts in modified form, and stated that "differences [between business management and academic management] tends to be grossly exaggerated" (p. 17). Roach (1976), in his outline of the functions and responsibilities of department chairpersons agreed that the "functions" of a department chairperson consisted of planning, organizing, staffing, directing and controlling, so clearly defining managerial functions that his article easily could be inserted into any management text on the functions of management. However, he



also identifies the problems which someone who has been trained to "teach and to research" faces:

These activities (teach and research) have little to do with departmental functions upon which he will be evaluated by the dean and the administration. Much of his working day will be devoted to things he has not been trained for or aspired to. (p. 15)

Roach (1976) also gives insight into the necessity for the department chairperson to use a contingency management style because the department will operate differently at different times. "A chairperson may successfully use one leadership style at one time, while at another time another style might be more effective" (p. 14). He makes a case for using participatory management, and also discusses the problems involved in transferring to a position where the chairperson devotes the majority of his or her time dealing with situations in which he or she has the least training. Not the least of his observations is that "not all scholars will be effective chairpersons" (p. 14).

The problems of selecting and developing chairpersons has been examined in detail by Booth (1982), who recognized that outside pressures have forced changes on institutions of higher education. He recommended that such institutions pay more attention to training chairpersons since the institutions view "the chair's responsibility as one of implementing the decisions of the administration." Booth claims that many chairs

view themselves as a part of the faculty and therefore "first among equals" because "most chairs achieve their position through election by departmental colleagues." This means that "the power for decision making lies at the bottom rather than the top" in academic governance. Booth details the role ambiguity faced by chairpersons, and the problems faced by relatively short terms in their positions. He does not make a case for longer terms for chairpersons, but rather endorses longer terms in order to promote vitality. This view is well known to be endorsed by the military organizations in the United States, where shifts in positions occur regularly every two to three years. However, it also must be recognized that, in the military, the individual who completes his or her term in a particular position will move on, and only in the rarest of cases will return to the same unit and the same position. Department chairpersons often will return to their faculty positions, to wait for their turn again as a chairperson. Thus, there may be even a greater reason for the department chairperson to receive some training in administrative and management duties if, in fact, the particular educational administration does not wish to have professional chairpersons.

Cameron (1983) points out that administrators need additional training beyond their discipline expertise

because most administrators have grown to know their jobs during an era of growth, and are unprepared to operate effectively during a period of decline. Cameron suggests that the administrator who is not reeducated will become concerned with "doing the right things" (effectiveness) rather than "doing things right" (efficiency) and that the normal tendency under these conditions is to attribute whatever successes occur to personal (internal) factors and failures to environmental (external) factors over which they have no control. Since the administrators have no control over the failures, there are "no proactive responses" (pp. 363-364).

Dick (1982) focuses on one facet of the need for chairpersons to become more proficient, and that is in faculty evaluations because the chairpersons are more frequently "assuming critical decision-making responsibility" because faculties are not expanding in many institutions and have reached the maximum number of tenured faculty (p. 3). Dressel (1987) addresses the need for leadership in the administration of institutions of higher education, adding that "it must be a leadership which, on one hand, provides a charismatic administration buttressed by effective management" (p. 109). Effective management does not just happen, but must be nurtured through training and experience.

Skipper (1982), in examining the effectiveness of administrators, focuses on the deanship and states that the outstanding deans had, inter alia, "strong administrative skills that satisfy unique needs of a particular faculty and institution at a specific time " (p. 5). Certainly such skills are desirable at the department chairperson level.

Waggaman, in his 1984 study of department chairpersons in the State of Florida university system, recommends 12 topics for department chairperson workshops. The list of training topics is shown in Appendix E (page 121). A brief perusal will leave no question in the reader's mind that these workshops are aimed at improving managerial skills. Bare (1986) describes the chairperson as being caught between two separate entities, "a dual-core model" of the administration and the faculty, and outlines the situation:

In the top-down administrative process, work uncertainty can be resolved only by appeal to the higher-level manager who delegated the task and who retains responsibility for evaluating the results. In contrast, the expert authority employed in academic task performance resides with the faculty. In the academic core, faculty grant formal authority upward to the chairperson. Authority granted to the chairperson to speak for the faculty may be quickly withdrawn if the chairperson acts imprudently.

... Finally, the dual-core model suggests that management educators and trainers emphasize situational models of leadership behavior in their curricula. Future educational leaders will need the diagnostic techniques, the personal flexibility, and the leadership skills to operate two types of

organization: the mechanistic (hierarchical) and the organic (collaborative). They also will need the conceptual and conflict-resolution skills required to integrate the two cores into a single smoothly functioning whole. (pp. 135, 137)

Booth (1982) advocates similar training methods by recommending that one part of the orientation and development programs directed at chairpersons should focus on managing resources, while another should focus on assisting faculty and reducing conflict. His other suggestions concern particular discipline program focus and the graduate and grant programs. This focus, however, suggests that management, and management in the particular academic environment, is the real focus. The major managerial problems highlighted by Booth include:

The chair's relationships with faculty may be constrained by tradition and the fact that the chair will return to faculty status at the end of his or her term. Under these conditions it may be unreasonable to expect the chair to be a dynamic administrator.

. . . Chairs must combine academic, coordinative, and management functions without having the means to reward faculty for excellence in each.

. . . The uniqueness of the university as an institution calls attention to the fragility and complexity of authority relationships. The academic model assumes that authority is based on function or expertise, rather than on formal position. Understanding how to sort out what is functional and what is a legitimate right of management can be difficult indeed. The academic model asserts that governing a college or university is intrinsically different from managing an organization outside academe and that academic values, including the denigration of management, should predominate. The basic assumption is that the temporary loss of efficiency caused by faculty election or control

of the selection of administrators will be more than balanced by the use of functional rather than hierarchical authority to make decisions. (pp. 2-6)

Booth (1982) is echoing Fiedler (1967), who observes that in spite of the fact that "the trusted and well-liked leader obviously does not require special rank or power to get things done . . . . It is obviously easier to be a leader when the position power is strong than when it is weak" (pp. 115-116). Adizes (1976) also reflects upon the situation that any non-management employee confronts when moving into a managerial position when he says the manager:

should be more than an individual producer. He should be able to administer the people with whom he works and see that they also produce results. In this role he schedules, coordinates, controls, and disciplines. He is an implementer: he sees to it that the system works as it was designed to work. "Administration" consists mainly of implementation; "management," on the other hand, entails a higher degree of discretion, as in the setting of goals, strategic planning, and policy making. (p. 6)

Booth (1982) examines the academic model from the viewpoint of the administrative managerial model and notes that the academic model poses difficulties for administrators. He cites in evidence studies that have maintained that the faculty's insistence on having all matters of faculty promotion, curriculum development and faculty appointment rest within the department results in a situation that encourages the support of incompetence and negligence. The view that higher educa-

tion organizations are, in fact, business firms with many similarities to private industry is echoed by Cyert (1981), who also opines that the long-held belief by academic managers that nonprofit organizations must be managed differently from profit-making organizations has allowed a "seat of the pants" decision making process to prevail in academia. In effect, he states that attention to management science can be beneficial to higher education.

Booth (1982) refers to the department chairperson developmental program he designed for the Western Interstate Commission for Higher Education (WICHE). Correspondence with WICHE indicates that such developmental programs terminated when the Danforth Foundation funding ended in 1970 (Albright, 1987.) The Higher Education Management Institute (HEMI) in Coconut Grove, Florida was commissioned by EXXON to develop management development and training in higher education. The Institute expressed belief (Higher Education Management Institute, 1978) that its management development and training program can:

add to individuals' knowledge and skills, increase awareness of management processes and systems; identify prospective managers; and institutionalize management development and training for organizational improvement. (p. 1)

HEMI (1978) developed an extensive three-year program for institutions of higher education, with empha-

sis on management skills (i.e., "Tasks: Managing, Leading, Motivating, Communicating, Team Building and Decision Making"; "Processes: Planning, Budgeting, Organizing, Marketing and Evaluating"; and "Skills: Managing Time, Conducting Meetings, Analyzing Information, Negotiating, and Career Planning) (p. 26). The report also recommended covering such topics as research, instruction, and other academic activities. Attempts to contact the coordinating center for HEMI activities to determine the success or failure of the program were unsuccessful. Referral, by WICHE, to John Minter Associates in Colorado disclosed that the organization no longer does such work (Minter, 1987).

Correspondence with the American Council on Education (ACE) indicates that they will provide literature concerning chairperson development, but cannot provide models for developmental programs (Green, 1987).

Thomas Emmet (personal communication, 1987), president of the Higher Education Executive Association stated that there are approximately 80,000 department chairpersons or directors in the United States with an annual turnover of between 5 and 20 per cent in any given year. Emmet designs and facilitates developmental seminars for department chairpersons for the American Council of Education. His estimate of training, conducted through his organization and similar efforts in



the Florida State system and at the Kansas State University Director Leadership Institute, is that approximately 10,000 chairpersons have received formal training. Emmet's overview of the history of department chairperson training is included in Appendices F and G (pages 122 and 126).

Plough (1979) reinforces the need to develop department chairpersons under the title of "academic leadership development" rather than "management training." He recommends topics such as planning, management, leadership, and internal communications. His particular program, developed for the Rochester Institute of Technology, consists of group seminars for departmental chairpersons; however, no evaluation of individual chairs is made. Plough notes that the program has been well received, but cautions that the program is specifically intended for the Rochester Institute of Technology. "National models are stimulating, but often cannot be generalized" (p. 3) for a particular institution.

Doerson (1980) researched professional development and administrative training in management techniques. He found that training in management techniques was cited as the second most important developmental need (i.e., preferred by 75.5 percent of the surveyed respondents, in comparison to the perceived primary need

for seed grants to initiate programs at 84.7 percent), ranked even ahead of the perceived need for faculty teaching seminars and learning and the evaluation process (at 72.8 percent). At the same time, only 8.8 percent of Pennsylvania's institutes of higher education actually had such a training programs in an operational status.

Moore (1980), in his study of evaluating academic administrators in North Carolina, reported that 59 percent of the four-year public and private colleges and universities had no formalized evaluation process. He recommended that "evaluations be used to increase the efficiency of the college and to apprise the individual of his strengths and weaknesses" (p. 27). In addition, he cited D. P. Hoyt, of the University of Kansas, for the development of the anonymous faculty evaluation system (DECA) as possibly being useful for feedback, along with an extensive 16-category, 161 question questionnaire developed by the University of Illinois at Urbana-Champaign (pp. 133-150).

Bragg (1981) alludes to the need for evaluation and training of department chairs. Her research was limited to chairpersons in nine colleges at a single university and cannot be generalized. However, her findings reinforce the literature that suggests there

is insufficient orientation and training for chairpersons. She reported that 82 percent of the department chairpersons had received no orientation of any kind, but were simply provided with policy manuals and told to call if they had any questions. Additionally, evaluations were infrequent, if there were any at all, and although the department chairs gave themselves a positive evaluation, they could provide no evidence that their deans or departmental faculties concurred. Bragg addressed role ambiguity in the chairperson role in attempting to be leaders, managers, and scholars, and focused on this problem:

Academic institutions have tended to interpret role ambiguity as freedom. Vagueness in position description and role expectations appears beneficial; it appears to permit individuals the latitude to develop their special skills and talents. This research, however, suggests that there may be a point at which ambiguity becomes counterproductive and wasteful of talent, a loss both to the individual and to the institution. (pp. 16-17)

Although there is considerable evidence of the drawbacks of academic administrator role ambiguity, Fisher (1977) suggests that support for a leader is enhanced when that leader is perceived as an expert. He also does not downgrade the power of the position itself:

Once power is legitimized, it no longer depends purely on force of logic or strength for it can stand alone, unless it is abused. In colleges and universities, norms and expectations develop that

make the exercise of power expected and accepted (regardless of what some may say). Rather than being a contest of contesting positions, power is made legitimate (department chairs, deans, presidents, etc.) and the corporation can function efficiently and even make progress. (p. 52)

Fisher (1977), from his experience as a college president, specifically recognizes the value of position power in the academic environment "unless it is abused." The possible abuses are not enumerated, but it is logical to conclude that abuse at the chairperson level has the possibility of running the gamut of activity from attempting to over-manage to the opposite possible abuse of avoiding taking action at all. The chairperson will be unaware of the impact of his or her actions unless there is some effective method of feeding back the perceptions of those with whom the chairperson deals as chair.

Orientation of the prospective chairperson and continuing education of the incumbent chairperson concerning his or her duties is not an unusual goal. Recognition that management is a part of a chairperson's work is found throughout the literature. Roach (1976) estimated that 80 percent of all administrative decisions are made at the department level. However, he showed concern that the chairperson rarely receives more than the most fragmentary information on what is expected. He outlines the importance of the chairperson:

Today the academic department is the key to the successful achievement of the school's primary mission. The chairperson functions as chief academic planner and resource allocator.

But who instructs him? How does he learn to become a "good" department chairperson? (p. 13)

Olswang and Cohen (1979) conclude that the lack of training of administrators increased the frustrations of these administrator and reduced their effectiveness. They agreed with Roach that since 80 per cent of university decisions are made at the department level, there should be an attempt by institutions of higher education to develop professional skills at this level:

It should no longer be expected that such skills are inherently present simply because of their previous observational positions as members of the faculty. (p. 16)

In stark contrast to university management training, at the level of secondary education management matters are recognized as one of the major areas of concern. The State of Oregon, through the Teacher Standards and Practices Commission (TSPC), requires that secondary school principals complete 45 quarter-hours of graduate preparation for a basic certificate (Oregon Administrative Rules, 1985). Among the required subjects are management, human relations, communications planning and budgeting (see Appendix H, page 130). Although university chairpersons must accomplish managerial tasks and deal with individuals and groups,

definitive requirements for demonstrated abilities in these areas appear to be non-existent.

The explanation of why training in managerial subjects is mandated at one level of academic management and virtually ignored at another is not known. This is in direct contrast to the British system, where chairpersons must move through a system of ever increasing administrative duties as they progress up the academic teaching ladder, and the department chair position is open to competition through advertisement. As an example, the department chairperson for the Accountancy Department at Leeds Polytechnic (Leeds, Great Britain) was filled after extensive review of vitas, background investigations and interviews, with emphasis on having a history of successful administrative experience. The person appointed was an applicant from Hong Kong (Booth, personal communication, 1988).

Atkinson (1957), in his studies of risk-taking behavior clearly outlines the benefits of success as a motivator toward encouraging the individual to step forward to face yet another challenge. He uses the inverted "U" to show that the strength of motivation to attempt a task is highest when the probability of success is approximately 50 per cent. He also points out that in some individuals there may be just as strong a motive to avoid failure as there is to be successful.

The ramifications of his studies reflect on the possibilities of improving the performance of chairpersons in their managerial role by institutions providing orientation, training and feedback to these chairs in order to promote a climate which encourages risk-taking.

The research on "Sources of Stress in Academe" by Gmelch, Wilke and Lovrich (1983) dovetails with the motivational aspects of Atkinson's work in that success has to be perceived as possible approximately at the 50 percent level in order to motivate. They concluded that:

Five of the ten most often identified stressors relate directly to time and/or resource constraints.

. . . . . Knowledge of the specific pedagogical and professional situations which are stress-producing for faculty can assist university administrators in creating a more desirable working climate, facilitative of both productivity and greater faculty satisfaction. Identification of the sources of faculty stress can be utilized in . . . important ways: first, through institutional actions such as adjustments in structure, policies, administrative assignments, and managerial behaviors to provide a less stressful atmosphere. (p. 16)

This study also notes that "periodic assessment and goal-setting meetings between individual faculty and the department chair, would permit the channeling of a faculty member's time and attention into a manageable, mutually agreed-upon and understood task area" (p. 13).

In addition to questionnaire and interview-type of assessments, used in an attempt to determine the effec-

tiveness and efficiency on the job by using one's self-perceptions and the perceptions of others, there is another tool available for use after the above-mentioned evaluations have been made and the results tabulated. This is the "Academic Grid," developed by Blake, Mouton, and Williams (1981) for use in the academic arena. It is a direct adaptation of their well-known "Managerial Grid" (Blake and Mouton, 1978), used in determining managerial styles in private industry. Academic managers or administrators would be able to plot the results of their questionnaires and interviews on the Academic Grid and then would be able to determine the direction of style change, should that be desired. The possibilities are stated by James (1985):

The helpful and useful exercises proposed by these authors reveal and address operational suggestions (team management) that are quite helpful and useful to someone choosing to change or improve his style of management. The why one should be both people and production oriented is that both management and production can thereby improve. (pp. 63-65)

An example of the Academic Grid is provided in Appendix I, page 133.

Singleton (1981) emphasizes the need for flexibility in academic leaders. He mentions the similarities of style between leadership in any organization and particularly espouses a contingency managerial style:

A university must . . . be more than just a community; in particular it must be a centre of excellence, the quality and the integrity of what is



done must be beyond question. These matters are very much a function of leadership and there are many kinds of leader and styles of leadership.

The university dean or head of department, like the leader in any other field, tends to change his characteristics to suit the context and to employ a combination of styles, partly rationally but mainly intuitively.

As centres of intellectual activity, universities invariably over-estimate the rationality of human behavior. In this sense they are naive in their attitudes and in their structures. They have closed their collective mind to the concepts and ideas developed for at least a century which emphasize the irrationality of human behavior, particularly human interactions.

A wider understanding of these ideas would reduce expectations of university decision-making to a more realistic and accurate level. (pp. 72-73)

Singleton (1981) addresses the future, and implies the need to study and be capable in management areas when he says that:

the experience of current academics is limited almost entirely to the expansion phase; the new skills and new organizational structures which will inevitably emerge in the next phase or either expansion or stable size have yet to appear. (p. 68)

### Summary

Whether addressing the past or the present, from either (or both) the perception of the mid-1980s or as futurists, there is a huge body of literature which concurs on the necessity of achievement of professional managerial skills at the department chairperson level. Development grants have been provided in order to pro-

mote research into programs to achieve this end. The question remains: Why is there not an active program in each institution of higher education? Perhaps Singleton (1981) provided at least a partial answer when he addressed group beliefs. Or perhaps the answer is better provided by Lorsch and Mathias (1987), who recently addressed the problems of professionals who find themselves managing:

Most professionals build their identities around their work. They chose their careers because they found the work exciting and challenging, not because they wanted to be managers.

Professionals like their work in part because they get rapid and measurable results. Managers, however, achieve results gradually, often over months and years. Further, successful producers often work alone or with a small team of associates. They have the autonomy to pursue any direction that seems to make business sense. Managers, on the other hand, deal with a more complicated web of relationships--with superiors, peers, and subordinates--and they all need continual attention. ( pp. 79-80)

Although Lorsch and Mathias (1987) did not focus upon the needs of academic managers, their observations and reasoning provide the means to identify why the change from faculty member to department chairperson can be such a traumatic experience, as well as why department chairpersons, like all other managers, need to be trained for their posts.

### III. RESEARCH METHODOLOGY

#### Design of the Study

This study was designed to ascertain the practicality of utilizing a management style perception survey developed for private industry in a post-secondary education environment. The survey might have the possibility of being used in managerial self-development programs for department chairpersons. The procedures utilized were:

- 1) Review of the literature and survey-type instruments.
- 2) Selection of the instrument.
- 3) Design of the study.
- 4) Collection and presentation of the data.
- 5) Analysis and interpretation of the data.

#### Data Collection Instrument

The research instrument was a survey-type questionnaire which had been developed to measure managerial styles of managers from self-perception, the perception of the manager's superior, his or her employ-

ees, and his or her peers. This instrument was designed to be used as the assessment tool in a development program for managers. Olswang and Cohen (1979) had determined that a major challenge for programs addressing department chairperson training was the need to isolate areas in which such training should be focused. The survey instrument which was selected was the Wilson Multi-Level Survey of Management Practices (SMP), developed by Dr. Clark L. Wilson (1985). The SMP consists of 100 questions, measuring 15 dimensions or categories of management style and is included in Appendix J (page 134). The survey was selected because it focused on 15 general categories of managerial style and was designed to cross-check answers by having multiple questions address each category. The particular managerial style category and the questions relating to that style are outlined below. The Booth Company, a management consulting firm in Boulder, Colorado, supplied the instrument.

The Booth Company has used this instrument during the past 15 years and has compiled its data base from surveying more than 325,000 managers, their superiors, their peers, and their employees. The data gathered through application of the instrument has allowed the Booth Company to establish a statistical norm. This norm allows organizations to compare the assessment of

individual managers with the norm. Since there are 15 categories, each manager can be compared to the norm in each category. This allows the manager to identify specific areas in which there has been a perception of strength or a need for strengthening. The data extracted from the survey can be graphed. This allows rapid visualization of how the self-inputs and those from superiors and subordinates compare.

Norms are updated after each survey is processed, and the results are examined periodically to insure validity and reliability.

The Clark-Wilson surveys were put through factor analyses at the item level to confirm that the questions that were supposed to measure an attribute did so in fact. If they did not meet set standards they were replaced or modified until the standards were met. Factor analyses were repeated with samples of managers, superiors, subordinates, and peers. In all, over 20 such analyses have been done. (Wilson, 1985, pg C-3)

Reliability levels for each of the 15 categories measured ranged from a high of .96 for Reinforcing Performance to a low of .82 for Control of Details (Wilson, 1985). A brief explanation of each dimension, within the Clark-Wilson format, "Your Management Survey Feedback," is included in Appendix K (page 138). The survey has never been used to measure management styles in an academic environment (Booth, 1988). Survey questions relate to the specific dimensions as follows:

<u>Dimension</u>	<u>Related Questions</u>
A. Clarification of Goals and Objectives (CLR)	23, 35, 43, 60, 69, 75, 82
B. Encouragement of Upward Communication and Participation (UPW)	1, 11, 20, 27, 42, 52, 66, 84
C. Orderly Work Planning (PLN)	2, 15, 24, 41, 49, 83, 92
D. Expertise (XPT)	18, 33, 46, 68, 78, 85, 99
E. Work Facilitation (FAC)	3, 29, 48, 63, 86, 98
F. Feedback (FED)	4, 21, 28, 50, 65, 81, 91, 100
G. Time Emphasis (TIM)	7, 22, 34, 56, 76, 89
H. Control of Details (DET)	12, 54, 67, 74, 93
I. Goal Pressure (PRS)	6, 26, 40, 51, 77, 94
J. Delegation (DEL)	9, 25, 44, 55, 71, 95
K. Recognizing and Rein- forcing Performance (REC)	16, 32, 45, 70, 80, 87, 97
L. Approachability (APP)	17, 37, 59, 88, 96
M. Teambuilding (TEM)	13, 30, 36, 39, 62, 72

N. Interest in Subor-	8, 14, 38, 53, 61,
dinate's Growth (GRO)	73, 90
O. Building Trust (TRS)	5, 10, 19, 31, 47,
	57, 64, 79

Each question was assigned a possible score of "0" through "7" on the Likert scale of response selection. The scoring was transferred to a percentage score in order to compare the "raw score" of the participant with the industry norm and standard deviation. This information was used to graph the results, as shown in Chapter IV and Appendix R (page 147). Raw scores of the participants were also compared with the industry "norms" in order to ascertain the centile ranking in each dimension or category. The centile ranking also was graphed and presented in Chapter IV and Appendix R (page 147).

### Population

The population for this study consisted of department chairpersons, their peers, their subordinates, and their deans at Oregon State University, Corvallis, Oregon. This is a land-grant institution .

Oregon State University has 82 designated chairpersons. These are distributed among the colleges of the university as follows: Home Economics (7); Educa-

tion (5); Health and Physical Education (3); Forestry (5); Business (5); Science (14); Liberal Arts (15); Engineering (8); Agricultural Science (20). Oceanography, Pharmacy, and Veterinary Science have no department chairpersons. The department chairpersons representing the ROTC have an honorary title and are not a part of the tenure-track faculty or permanent administration. They were not included in the survey.

The 82 department chairpersons were formed into a pool, by college, and each was assigned a number. Members of the pool of department chairpersons were selected to take part in the survey by random number. This insured that each college was represented.

Possible sampling bias was avoided by giving each department chairperson an equal opportunity to participate. Avoidance of a possible "halo" effect of an incumbent new to the position was effected by selecting chairpersons who had been in their position for at least one year. This allowed each chair to pass through at least one complete performance appraisal and tenure evaluation recommendation cycle on the faculty within their departments. Fourteen chairpersons were eliminated from selection in this manner. Three additional chairpersons were eliminated from selection because they were members of the committee for this dissertation. In order to obtain a selection of percep-



tions across the university, three department chairpersons were randomly selected from each college, except in the case of Health and Physical Education where, because of the limitations imposed in time in position, only two department chairpersons were available for selection.

Because this instrument was designed to indicate management skills as they are, it was not intended for use as a tool to predict future performance. Neither was it intended to be used as a part of the selection process of candidates for vacant positions. The instrument was designed to focus on present performance so that the subject of the survey could use the information for self-improvement. No demographic data were included on any department chair or any other participant. This insured the absolute confidentiality of the survey participants. Peers were randomly selected from the colleges of the selected department chairpersons. Faculty were randomly selected from those full-time faculty currently within the particular department. A minimum of three faculty were required from each department participating in the survey in order to avoid the possibility of input being cancelled by opposing perceptions should only two faculty members respond.

### Population Tabulation

In order to determine how the perceptions of management style in the academic community would compare with the perceptions of management style in private industry, a random sample was required. This sample of department chair (26) and faculty (165) participants was randomly selected from each college within the University. The deans (9), however, could not be selected randomly. The participation rate of the sample is shown in Table 3-1 and Table 3-2 presents the number of returns actually processed. A difference in dean numbers between Tables 3-1 and 3-2 occurs because some deans completed reviews on more than one department chairperson.

Table 3-1. Sample participation rate.\*

Source	Number Contacted	Number Participated	Percent Returned
Dean	9	9	100
Dept. Chair	26	24	92
Faculty	167	99	59
-----			
*All deans and all 26 department chairs volunteered to participate.			

Table 3-2. Sample usable rate.\*

Source	Number of Instruments Returned	Number of Instruments Used	Percent
Dean	26	24	92.0
Dept. Chair	24	21	87.5
Faculty	99	89	90.0
-----			
*All deans and all 26 department chairs volunteered to participate.			

The non-usable instruments were faculty and department chair questionnaires. Several of these instruments were returned incomplete and others were not used because there were insufficient responses from faculty in a particular department (fewer than three faculty returns in each case).

#### Data Collection

The Wilson Multi-Level Survey of Management Practices instrument was used by all persons participating in the survey. The instrument was circulated, along with an abstract explaining the research, to each individual selected for the survey. Approval for research dealing with human subjects was obtained from the Human Subjects Committee (Appendix L, page 139). The survey was then explained, in person, to each college dean and verbal approval was in each case obtained to proceed

with the research within each particular college. Each department chairperson was contacted in person as well as given a written explanation of the research. Copies of the original correspondence with the deans and follow-up correspondence are found in Appendices M through P, pages 141, 142, 144, and 145. The same letters were sent to each participant, with appropriate titles. A copy of the confidentiality statement given to each prospective participant is found in Appendix Q, page 146.

### Method of Data Analysis

The data to be analyzed came from a seven point Likert-type scale. Thus, the data were treated as an interval scale. A series of two-tailed "t-tests" were used to test the components of the null hypotheses. (In order to discover whether there might be significant differences in perceptions in discrete portions of the survey, each of the 15 survey categories were tested independently.)

- 1) Each of the 15 categories surveyed for department chairpersons' self-perceptions were compared with survey results compiled on private industry managers' self-perceptions.

- 2) Each of the 15 categories surveyed for the Deans' perceptions of department chairpersons were compared with survey results of private industry managers' superiors.
- 3) Each of the 15 categories surveyed for faculty perceptions of department chairpersons were compared to survey results of private industry managers' employees.

In addition, two-tailed "t-tests" were used to compare the following surveys for significant "in-house" differences at Oregon State University:

- 1) Each of the 15 categories surveyed for the department chairs self-perceptions compared with the survey results of the faculty.
- 2) Each of the 15 categories surveyed for the department chairs self-perceptions compared with the survey results of the Deans.
- 3) Each of the 15 categories surveyed for the Deans' perceptions compared with the survey results of the faculty.

Bonferoni intervals were used to perform the post-hoc tests. For example, a total of 45 "t-tests" compared the department chairperson results with the results from private industry. A  $\alpha$ -level of  $.05/50 = .001$  was used for the individual tests so that the combined

overall -level did not exceed .05. The in-house differences were tested in a similar manner.

### Hypotheses

The following hypotheses were examined from the survey results:

H<sub>01</sub>: There are no significant differences between the mean self, peer, superior or subordinate ratings of department chairpersons at Oregon State University in the 15 specific survey categories:

$$H_{01} = H_A = H_B = H_C = H_D$$

H<sub>02</sub>: There are no significant differences between the mean ratings for business and industry managers, whether by self, peer, superior or subordinate, in the 15 specific survey categories and the mean ratings for department chairpersons at Oregon State University in these same 15 categories:

$$H_0 = H_A = H_B = H_C = H_D$$

### Summary

The purpose of the study was to compare the results of perceptions of management styles of private

industry managers with perceptions of management styles of department chairpersons at Oregon State University. A 100 question survey, divided into 15 discrete categories and developed for private industry use by The Booth Company, Boulder, Colorado, was used. The validity and reliability of the survey instrument has been established through its extensive use and continual updating. By mid-1988 the survey had been used as a needs analysis for individual manager training in over 325,000 cases throughout private industry in the United States.

The hypotheses were tested using two-tailed "t-tests" to discover if significant differences existed in any of the 15 survey categories at Oregon State University as compared with private industry responses and within the "in-house" responses at Oregon State University.

#### IV. PRESENTATION OF THE FINDINGS

The purpose of this study was to determine how the perceptions of management style in the academic community would compare with the perceptions of management style in private industry. Analysis of the data for this study is presented in three sections. The first two each address a single null hypothesis:  $H_{01}$  or  $H_{02}$ . The third section include the raw and percentile scores plotted to present a graphic comparison of the study findings.

In order to pursue the objectives of this study, an instrument designed to measure perceptions of managerial style was administered. The 100 question instrument utilized in this study, with questions grouped in 15 categories, is included in Appendix K (page 138). Each participant had the opportunity to choose answers from a Likert-type scale with eight selection options. The eighth choice, indicating no response, was used once (in 2,400 opportunities) by the deans, four times (in 2,100 opportunities) by the department chairs, and 15 times (in 8,900 opportunities) by the faculty. These 20 responses were not utilized in the statistical analyses. A two-tailed t-test for significance was



used at the .001 level for each of the 15 categories. When the computed value in any category was found to be greater than the tabular value, the hypothesis was rejected. Where statistically significant differences were found to exist, the specific source of the variation as identified in the graphic plots was presented and discussed.

### Findings Relative to the Hypothesis $H_{01}$

#### Hypothesis One

$H_{01}$  : There are no significant differences between the mean self, peer, superior or subordinate ratings of department chairpersons at Oregon State University in the 15 specific survey categories; or

$$H_{01} = H_A = H_B = H_C = H_D.$$

An analysis was completed within the Oregon State University response groups. The department chair responses were compared with those of the deans and the faculty; the dean responses were compared with those of the faculty. (The peer ratings were not usable. There were insufficient numbers of department chairpersons (two) willing to assess their peers, therefore a statistical analysis was not possible.)

The formula used in all categories was:

$$t_{()} = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{SD_1/N_1 + SD_2/N_2}},$$

where  $t_{()}$  =  $t$ (degrees of freedom (combined  $X_1 = X_2$ )),

$X_1$  = department chair/dean/faculty mean, dependent upon which group is being examined,

$X_2$  = department chair/dean/faculty mean, dependent upon which group is being examined,

$SD_1$  = standard deviation of  $X_1$  group,

$SD_2$  = standard deviation of  $X_2$  group,

$N_1$  = number of surveys processed in  $X_1$  group,  
and

$N_2$  = number of surveys processed in  $X_2$  group.

Example: Department chair/dean, Clarification of Goals (CLR):

$$t_{(43)} = \frac{65 - 58}{\sqrt{18^2/21 + 12^2/24}} = 1,512.$$

The computed value, tabular value, and hypothesis decisions are shown on Table 4-1. The null hypothesis was rejected.

## Discussion

### Department Chair and Dean

Significant differences between the responses of the department chairs and the deans were found in three categories: Upward Communication and Participation

Table 4-1. Significance testing results within Oregon State University.

Dept. Chair/Dean t <sub>43</sub>				Dept. Chair/Faculty t <sub>108</sub>				Dean/Faculty t <sub>111</sub>			
Category	Computed Value	Tabular Value	Hypothesis Decision	Category	Computed Value	Tabular Value	Hypothesis Decision	Category	Computed Value	Tabular Value	Hypothesis Decision
CLR	1.512	3.546	Retained	CLR	1.568	3.390	Retained	CLR	0.000	3.380	Retained
UPW	4.450	3.546	Rejected	UPW	3.944	3.390	Rejected	UPW	-1.124	3.380	Retained
PLN	.065	3.546	Retained	PLN	1.329	3.390	Retained	PLN	1.035	3.380	Retained
XPT	.383	3.546	Retained	XPT	.744	3.390	Retained	XPT	.229	3.380	Retained
FAC	1.468	3.546	Retained	FAC	2.700	3.390	Retained	FAC	1.736	3.380	Retained
FED	.938	3.546	Retained	FED	1.617	3.390	Retained	FED	.910	3.380	Retained
TIM	1.188	3.546	Retained	TIM	1.899	3.390	Retained	TIM	0.000	3.380	Retained
DET	-1.508	3.546	Retained	DET	.923	3.390	Retained	DET	.741	3.380	Retained
PRS	-2.760	3.546	Retained	PRS	-1.282	3.390	Retained	PRS	2.071	3.380	Retained
DEL	3.340	3.546	Retained	DEL	1.111	3.390	Retained	DEL	-2.752	3.380	Retained
REC	2.770	3.546	Retained	REC	3.643	3.390	Rejected	REC	.520	3.380	Retained
APP	3.660	3.546	Rejected	APP	1.803	3.390	Retained	APP	-2.207	3.380	Retained
TEM	2.500	3.546	Retained	TEM	4.160	3.390	Rejected	TEM	.671	3.380	Retained
GRO	3.970	3.546	Rejected	GRO	5.311	3.390	Rejected	GRO	.767	3.380	Retained
TRS	1.680	3.546	Retained	TRS	3.268	3.390	Rejected	TRS	1.299	3.380	Retained

(UPW), Approachability (APP), and Interest in Subordinate Growth (GRO).

For UPW, on the Raw Score plot (Figures 4-1, 4-2, and 4-3), the deans' composite score was 65 (percentile 62), while the department chairs' composite score was 81 (percentile 69); for APP, on the Raw Score plot, the deans' composite score was 64 (percentile 42), while the department chairs' composite score was 81 (percentile 62); and for GRO, on the Raw Score plot, the deans' composite score was 66 (percentile 54), while the department chairs' composite score was 82 (percentile 66). The remaining 12 categories of managerial style showed no significant differences.

Thus, in three important areas, Upward Communication, Approachability, and Concern for Supporting Subordinate Growth, a significant difference in perception between the department chairs and their supervisors, the deans, existed.

#### Department Chair and Faculty

Significant differences were also identified between the responses of the department chairs and their faculty in four categories: Upward Communication and Participation (UPW), Recognition and Reinforcing Performance (REC), Teambuilding (TEM), and Interest in Subordinate Growth (GRO). Again, as in the previous

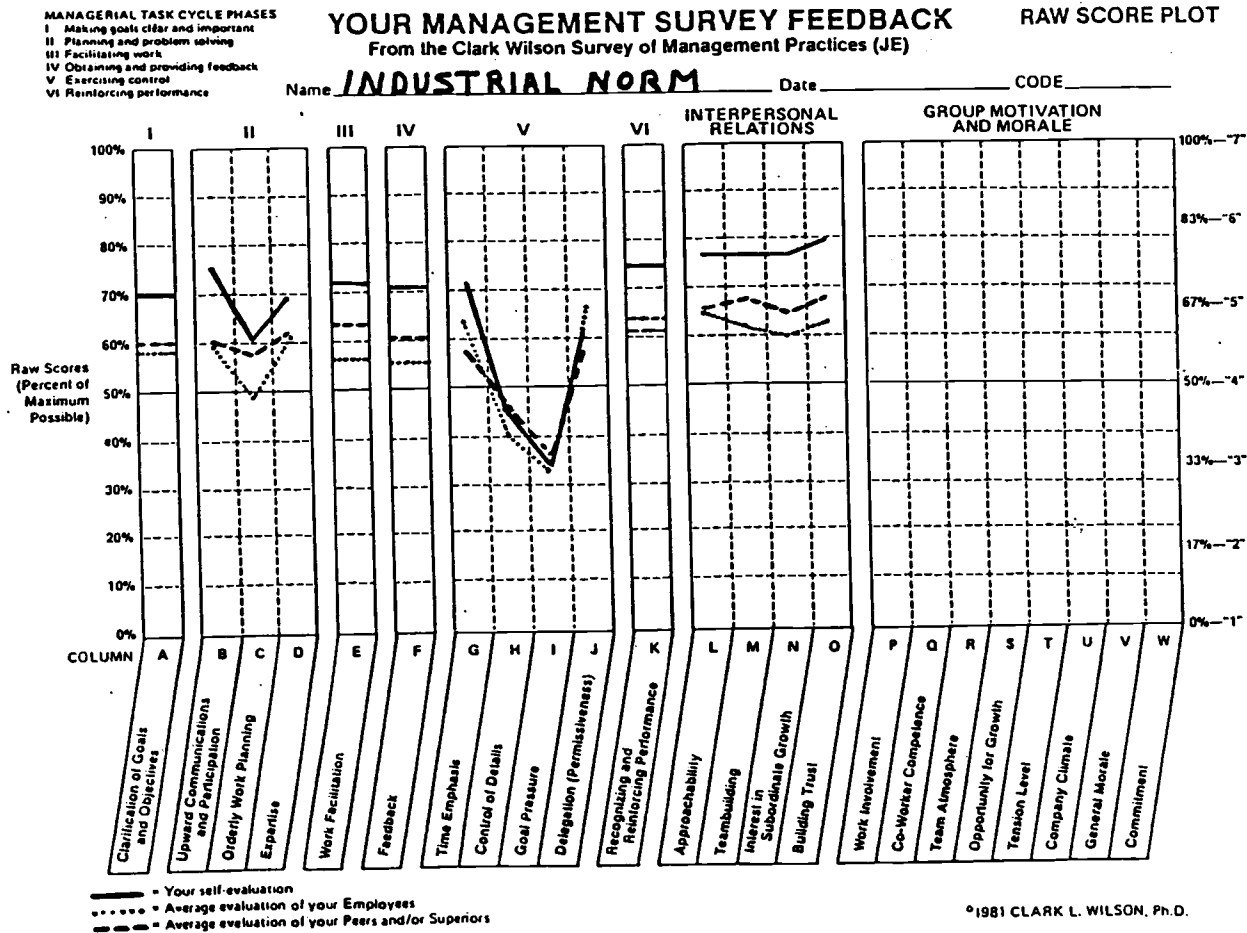


Figure 4-1. Raw scores plot, industrial norm.

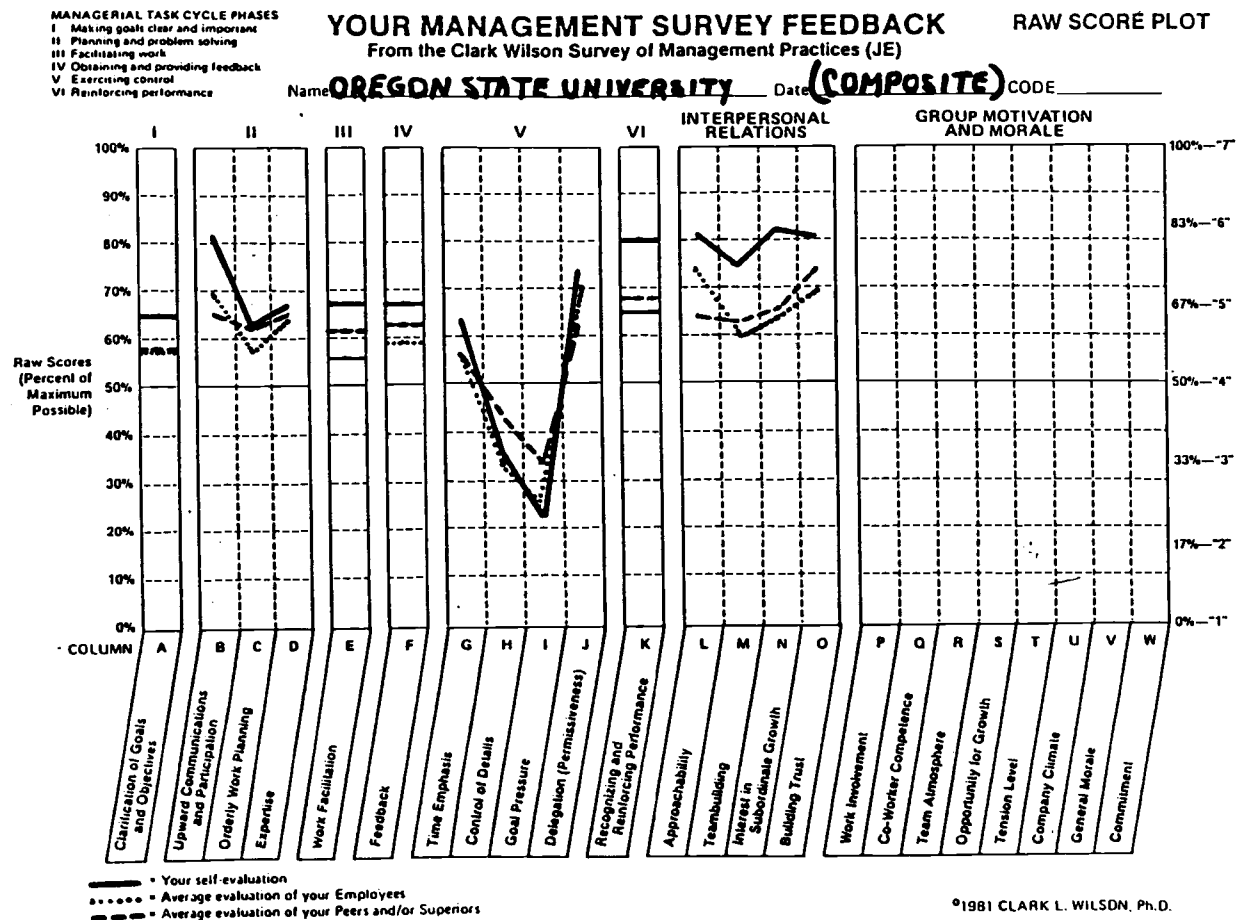


Figure 4-2. Raw scores plot, Oregon State University, composite (a).

MANAGERIAL TASK CYCLE PHASES  
 I Making goals clear and important  
 II Planning and problem solving  
 III Facilitating work  
 IV Obtaining and providing feedback  
 V Exercising control  
 VI Reinforcing performance

## YOUR MANAGEMENT SURVEY FEEDBACK

From the Clark Wilson Survey of Management Practices (JE)

Name **OREGON STATE UNIVERSITY** Date **(COMPOSITE)** CODE \_\_\_\_\_

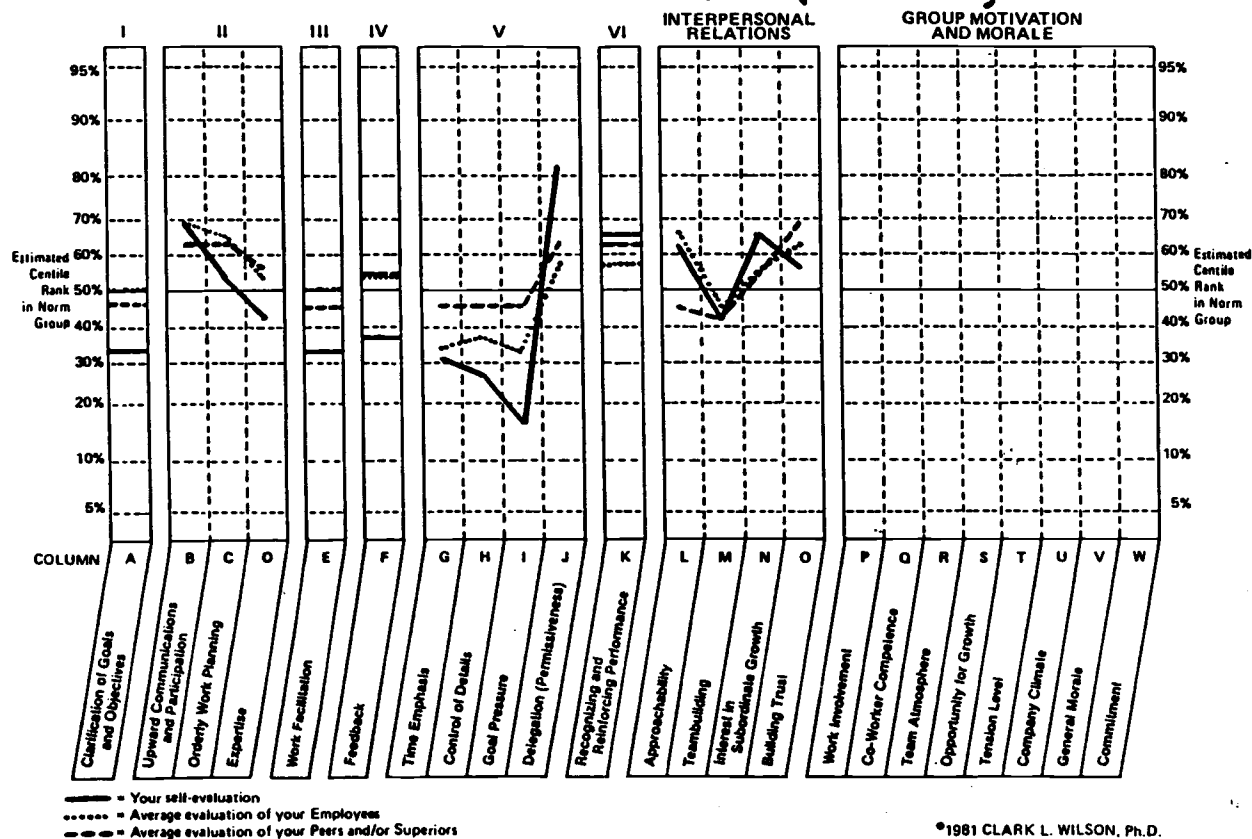


Figure 4-3. Raw scores plot, Oregon State University, composite (b).

comparison between the perception of the deans and the chairs, the department chairs reported higher effectiveness scores in the four categories than their faculties.

For UPW, on the Raw Score plot (Figure 4.2), the department chairs composite score was 81 (percentile 69), while the faculty composite score was 69 (percentile 69); for REC, on the Raw Score plot, the department chairs' composite score was 80 (percentile 66), while the faculty composite score was 66 (percentile 58); for TEM, on the Raw Score plot, the department chairs' composite score was 75 (percentile 42), while the faculty composite score was 60 (percentile 46); and for GRO, on the Raw Score plot, the department chairs' composite score was 82 (percentile 66), while the faculty composite score was 63 (percentile 54). The remaining 11 categories of managerial style showed no significant differences.

#### Dean and Faculty

There were no significant differences between the responses of the deans and those of the faculty in any of the 15 categories assessed. Generally, there was agreement between the deans and the faculty relative to the overall effectiveness of the chairs.



## Findings Relative to Hypothesis H<sub>02</sub>:

### Hypothesis Two

H<sub>02</sub> : There are no significant differences between the mean ratings for business and industry managers, whether by self, peer, superior or subordinate in the 15 specific survey categories and the mean ratings for department chairpersons at Oregon State University in these same 15 categories; or

$$H_{02} = H_A = H_B = H_C = H_D.$$

An analysis was completed between the Oregon State University response groups and the private industry response groups; department chair responses with industry responses; dean responses with private industry supervisory responses; and faculty responses with private industry subordinate responses. (Again, a reluctance to complete the peer evaluation response eliminated that category from analysis.)

The formula used in all categories was:

$$t() = \frac{\bar{X}_1 - \bar{X}_2}{SD/\sqrt{N_1}},$$

where  $t()$  =  $t$ (degrees of freedom),

$X_1$  = department chair/dean/faculty mean, dependent upon which group is being examined,

$X_2$  = industry mean for manager

(self)/supervisor/subordinate, dependent upon which group is being examined,

$SD_1$  = standard deviation, and

$N_1$  = number of surveys processed in each category.

Example: Category, department chair, Clarification of Goals (CLR):

$$t_{(43)} = \frac{65 - 58}{18/\sqrt{21}} = 1.27 .$$

The computed value, tabular value, and hypothesis decision are shown on Table 4-2.

### Discussion

#### Department Chair Composite Response

Significant differences between the responses of the department chairs and the mean ratings for the private industry managers were found in the following two categories: Goal Pressure (PRS) was significantly lower than private industry norm, while Delegation (DEL) was significantly higher.

For PRS, on the Raw Score plot, the department chairs' composite score was 22 (percentile 18), while the industry norm was 36 (50 percentile). For DEL, on the Raw Score plot, the department chairs' composite score was 73 (percentile 81), while the industry norm

Table 4-2. Significance testing results: Oregon State University vs. private industry.

Dept. Chair t <sub>20</sub>				Dean t <sub>23</sub>				Faculty t <sub>88</sub>			
Category	Computed Value	Tabular Value	Hypothesis Decision	Category	Computed Value	Tabular Value	Hypothesis Decision	Category	Computed Value	Tabular Value	Hypothesis Decision
CLR	-1.27	3.850	Retained	CLR	-0.82	3.767	Retained	CLR	0	3.291	Retained
UPW	2.75	3.850	Retained	UPW	1.40	3.767	Retained	UPW	4.72	3.291	Rejected
PLN	.51	3.850	Retained	PLN	.93	3.767	Retained	PLN	3.59	3.291	Rejected
XPT	-0.57	3.850	Retained	XPT	.77	3.767	Retained	XPT	1.49	3.291	Retained
FAC	-1.53	3.850	Retained	FAC	-0.82	3.767	Retained	FAC	-0.41	3.291	Retained
FED	-0.92	3.850	Retained	FED	.33	3.767	Retained	FED	1.29	3.291	Retained
TIM	-2.44	3.850	Retained	TIM	-0.41	3.767	Retained	TIM	-4.13	3.291	Rejected
DET	-3.17	3.850	Retained	DET	-0.27	3.767	Retained	DET	-3.77	3.291	Rejected
PRS	-5.35	3.850	Rejected	PRS	-0.58	3.767	Retained	PRS	-4.13	3.291	Rejected
DEL	5.04	3.850	Rejected	DEL	1.40	3.767	Retained	DEL	1.89	3.291	Retained
REC	1.63	3.850	Retained	REC	1.31	3.767	Retained	REC	2.14	3.291	Retained
APP	1.41	3.850	Retained	APP	-0.54	3.767	Retained	APP	3.77	3.291	Rejected
TEM	-0.71	3.850	Retained	TEM	-1.03	3.767	Retained	TEM	-0.90	3.291	Retained
GRO	1.91	3.850	Retained	GRO	.33	3.767	Retained	GRO	1.23	3.291	Retained
TRS	.71	3.850	Retained	TRS	2.29	3.767	Retained	TRS	3.00	3.291	Retained

was 62 (percentile 50). The remaining 13 categories of managerial style showed no significant differences.

#### Deans Composite Response

There were no significant differences between the responses of the deans and those of private industry superiors in any of the 15 categories assessed.

#### Faculty Composite Response

Significant differences in six categories were found when the faculty responses were compared with the private industry norm: Upward Communication and Participation (UPW), Orderly Work Planning (PLN), and Appreciation (APP) were significantly higher than the private industry norm. Time Emphasis (TIM), Control of Details (DET), and Goal Pressure (PRS) were significantly lower than the private industry norm.

For UPW, on the Raw Score plot, the faculty composite score was 69 (percentile 69), while the industry norm was 59 (percentile 50); for PLN, on the Raw Score plot, the faculty composite score was 57 (percentile 66), while the industry norm was 49 (percentile 50); for TIM, on the Raw Score plot, the faculty composite score was 56 (percentile 34), while the industry norm was 63 (percentile 50). For DET, on the Raw Score plot, the faculty composite score was 34 (percentile 38), while the industry norm was 63 (percentile 50);

for APP, on the Raw Score plot, the faculty composite was 74 (percentile 66), while the industry norm was 64 (percentile 50); and for PRS, on the Raw Score plot, the faculty composite was 26 (percentile 34), while the industry norm was 33 (percentile 50). The remaining 9 categories of managerial style showed no significant differences.

It is interesting to note that department chairs are rated highly in people-oriented categories (UPW, PLN, APP) and much lower in task completion categories (TIM, PRS, DET) than their private industry counterparts. This is probably at least partially explained by the collegial setting in which the chairs operate and by the independent nature of the work of the university faculty members.

### Graphic Data Display

Tabulation of the data from responses to the questionnaire is included in Appendix S, page 150. The raw data scores were converted into percentage scores and were plotted on the raw data graph for each department chair. Immediately following each raw data plot graph is a second graph for individual departmental chairpersons. This graph presents the data converted to a percentile score for each category. The percentile was

determined by comparing the raw data score with the composite industry norm. The graphs are sequenced by the code progression of 1A for the first department chairperson, 2B for the second, 3C for the third, etc.

The composite results of the Oregon State University survey and the industry composite results are shown on Figures 4-1, 4-2, and 4-3. Those categories which were significantly different, both within Oregon State University and between Oregon State University and the industry norm, were addressed in the discussion portions following each of the hypotheses. The raw data industry composite is shown in Figure 4-1. The raw data scores of all department chairpersons were graphed on the Raw Score plot, as shown in Figure 4-2. This graph shows the composite of department chairperson scores in each of the 15 categories. Figure 4-3 shows the comparison of the composite raw scores of the department chairpersons with the industry norm when converted into centile scores. The industry norm is the 50th percentile. Any categories with scores falling into the 40 to 60 percentile range are considered to be satisfactory. Categories with scores falling below the 40th centile are considered to show a "soft" area in need of strengthening. Categories with scores placing above the 60th centile are considered to be "strong" and represent a perceived superior skill (Booth, 1985).

The numerical tabulations for Figures 4-1 through 4-3 are found in Appendix U, page 229.

Figure 4-1, the industrial norm raw score, depicts scores as a percentage of 100, and presents the results of more than 325,000 tests given by the Booth company in the private business sector. With the exception of section "V" (Interpersonal Relations), the industrial norm raw score shows the private industry perceptions by the self, employees, and superiors to be above 50 percent, as a percentage of the maximum score of 100 percent. Section "V" shows a lower percentage in the category of Control of Details and Goal Pressure.

Figure 4-2, shows the composite Oregon State University raw score results. These results depict a general similarity to those in private industry, except that Control of Details and Goal Pressure both receive a lower raw score.

Figure 4-3 shows the composite Oregon State University centile score as graphed against the industry centile norm of 50 percent. Examination of this graph shows that the differences that were indicated on the raw score graph become more pronounced when plotted against the industry norm. For instance, the composite Oregon State University chairperson self-evaluation was lower than the industry norm in category I (Clarification of Goals and Objectives), higher in category IIB

(Upward Communications and Participation), within the norm in categories IIC and D, lower in category III (Work Facilitation), within the norm in category IV (Feedback), expressive of a wide diversity within category V (Time Emphasis, Control of Details, Goal Pressure, and Delegation), above the norm in category VI (Recognizing and Reinforcing Performance), and within the norm in two cases and above the norm in two cases in Interpersonal Relations. The composite ratings of the faculty and the deans followed the same general path, but depicted overall higher perceptions.

This study did not examine any factors that would provide a clear and defensible explanation of the sources of this variation. However, the significant differences in the work setting and specific training for the middle management position are likely sources for investigation.

### Summary

The major finding of the survey was that within the composite ratings of the department chair self-evaluations, only 2 of 15 categories showed significant differences of perception in comparison to those of private industry. Department chairs perceived themselves as applying less Goal Pressure and much more



Delegation. This may indicate that the collegial nature of management within the academic community conditions academic managers to apply less Goal Pressure and grant more Delegation authority. This may also indicate the reality of managerial survival within the various academic departments, since each faculty member is hired for a particular expertise which differs from that of the department chairperson. This may also be an indication that the often rotating incumbency of the department chair, occupied by individuals possessing significantly different degrees of background training and expertise, encourages such a response. In private industry, individuals traditionally work together toward the same basic ends of production. Further, the mid-level manager position in the industrial setting has typically been targeted as a permanent promotional opportunity. Basic management training is requisite to attain and continue in these positions. This may be a reflection of a primary difference between the private industry and the academic environment.

There were no significant differences between the deans and private industry managers. The faculty indicated that they perceived their capacity for Upward Communication and Participation, Orderly Work Planning, and Appreciation as significantly higher than that of their private industry counterparts. Significantly

lower responses were indicated in Time Emphasis, Control of Details, and Goal Pressure, in comparison to their private industry counterparts.

These findings do not reject the concept of management as an integral part of the responsibilities of department chairperson. Rather, they appear to reinforce management concepts as outlined in "Situational Leadership" (Hersey & Blanchard, 1982) (Appendix D, page 119), and seem to project a profile of university-based middle managers as utilizing a high relationship-low task leadership style (S3) as their primary approach to their role. Hersey and Blanchard would support this approach, given the analysis that the readiness or maturity levels of the staff led by the department chairs would undoubtedly be at a much higher level, more consistently, than the maturity levels of industrially based employees.

## V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

### Summary

The major purpose of this study was to compare and contrast the perceptions of the managerial styles of department chairpersons in the academic environment with the perceived managerial styles of private industry managers. The study was conducted at Oregon State University, a land grant institution. Although no attempt was made to generalize the findings which have resulted from research at Oregon State University to other post-secondary institutions, the findings may represent a point of departure for similar research in other post-secondary institutions.

The following objectives were set as a goal of this study:

- 1) Objective #1: To review the literature addressing the recommendations by theorists of management that managers receive some formal training in managerial concepts.

The importance of managerial training, for any manager, has been a recommendation of managers and managerial theorists for more than 2,000 years. The old-

est known, complete management theory is Sun Tsu Wu's *The Art of War* (1957), which valued planning, directing and organizing as the way to achieve success in military and political arenas. Niccolo Machiavelli, during the 16th century, pointed out the practical uses of power and authority. He was, in fact, the equivalent of a modern management consultant, and proposed to be the trainer of princes.

The 19th century had its proponents of training in Laveleye (1984), Wharton, and Newman (George, 1972). Early in the 20th century a number of management theorists concurred that effective management would be enhanced by training: Fayol (1949), Folette (George, 1972), Taylor (Holt, 1987) and Scott (1923), among others. Modern management theoreticians, including Drucker (1966), Barnard (1953), and Bennis (1966), stress training.

Objective #2: To review the literature addressing the major concepts of managerial styles.

McGregor's Theory X and Theory Y define assumptions that a manager might make about employees (McGregor, 1957). From these assumptions one may develop a management continuum which moves from a hands-off, trusting style to a suspicious mistrust of the employees. Drucker (1973) and Odiorne (1965) embraced Management by Objectives as a way to reach goals

through participation. Tannenbaum and Schmidt (1957) concluded that the continuum of management was bounded by boss centered and subordinate centered behaviors. Rosenthal (Rosenthal & Jacobsen, 1968) believed in the self-fulfilling prophecy, which focused on subordinates living up to the expectations of the manager. Blake and Mouton (Siegal & Lane, 1982) worked from their Managerial Grid, which had the extremes of managerial behavior as a total concern for production and a total concern for employees. Blake and Mouton modified this Managerial Grid into an academic grid, for use in the academic managerial environment. Hersey and Blanchard (1977) have set forth a theory that points out that the situation should govern leadership response and style.

Objective #3: To review the literature addressing the training of department chairpersons in higher education.

The training of department chairpersons focuses on the managerial aspects of the position and not upon the expertise of the particular chair's discipline. Opinion varies from Millett's (1975) belief that the managerial aspects in the academic setting are so different from that of private industry that there can be no comparison, to those of Booth (1982), Olswang and Cohen (1979), and Atkinson and Singleton (Singleton, 1981), who recommend training in what is termed the managerial

facets of their jobs. Booth and Lorsch and Mathias (1987) all raise the subject of collegiality as a possible barrier to department chairpersons' perception of themselves as managers. They point out that the department chair frequently leaves the chair position and returns to being a faculty member while a former "subordinate" takes over as the chairperson.

Objective #4: To utilize a reliable and valid managerial style survey instrument developed for use in private industry to analyze the management practices of department chairpersons in higher education.

The instrument used in this study, the Wilson "Survey of Management Practices," has been used to assess managerial style in private industry for more than 15 years. More than 325,000 applications of this instrument have been administered. The results of each completed application have been used to expand and update the data base.

Objective #5: To analyze material gathered with the completion of Objective 4 to obtain a comparison between a university-wide department chair survey of managerial styles and those of private industry managers.

The research conducted with the department chairs at Oregon State University produced mixed results. There were significant differences in several cate-

gories of the study. As stated in Chapter IV, the self-perceptions of the department chairpersons showed a significant difference from private industry managers in the areas of Goal Pressure and Delegation. The differences were in a direction that, when considering the nature of the department chair position, might be judged to be favorable to the department chairpersons, since the results showed less Goal Pressure and more Delegation than was indicated in the private industry surveys. The faculty composite results showed significantly higher responses in Upward Communication and Participation, Orderly Work Planning, and Appreciation. There were significantly lower responses in Time Emphasis, Control of Details, and Goal Pressure, when compared with the private industry responses. Again, the direction of these responses could be judged as favorable to the department chairpersons. Responses of faculty and deans when compared with self-perceptions of chairs, identified several areas where significant differences existed, a possible source for discussion and development. The instrument did encompass a comparison between management perceptions in an academic environment and those in private industry, as shown in Figures 4-1, 4-2, and 4-3.

Objective #6: To identify or develop a reliable and valid method of analyzing individual department chairpersons in the managerial aspects of their work.

The instrument, which has a high level of demonstrated validity and reliability in its primary use, seems to hold promise for use in academic settings. Faculty and dean perceptions were essentially identical. This suggests that such instrumentation could possibly be used to measure perceptions of subordinates and superiors and to provide feedback on areas where major differences in perceptions were apparent. There are several semantic differences which need to be explained to the participants; however, it seems safe to conclude that the instrument might be utilized as a valuable managerial assessment tool in the academic community.

### Conclusions

The following conclusions were drawn, based on the results of this study:

- 1) Similarities between private industry norms of middle managers and academic managers in the Oregon State University setting were significant. While some differences were identified, the overall profile of the two management



groups was very similar on most measures and with all groups.

- 2) The Oregon State University department chairpersons norms, as a composite, fell into the average ranking on the survey. Although there were several significant differences, as noted in Chapter IV, the great majority of categories show no significant differences. This would suggest that the qualitative performances of the academic managers was quite comparable with their industry-based counterparts.
- 3) The instrument could be utilized to identify areas for both individual development for departmental chairs and for staff and for organizational development. The instrument is used in private industry as a precursor to many management development programs. The instrument provides an assessment of the perceived departmental environment, identifying strengths and weaknesses. Any training models could be developed to focus on categories needing strengthening in the local situation.
- 4) The instrument was judged to be useful in measuring management style in an academic environment by pointing out, within the 15 style

categories, perceived areas of strength and areas needing development. Deans, department chairs, and sufficient numbers of faculty participated, giving the opportunity to compare the perception of management styles in the academic environment with perceptions of similar groups from in private industry. The deans and faculty judged department chairpersons in a similar manner. This helped to identify areas where major perceptual differences in department chair/faculty and department chair/dean were found to exist.

- 5) The research instrument, to be totally effective for use in an academic environment, would require specific adjustment in semantics.

Questions about the specific meaning of words involving "training" were addressed in an addendum to the instrument (questions 3, 29, 63, and 86 address training, Appendix T, page 228. Questions 13, 30, 36, 39, 62, and 91 all refer to "teamwork." These questions may need additional explanation. One respondent stated that: "I work alone, without any supervision. I was not employed to be part of a team." Although this may be an anomaly, the question may be related to the academic issue of

"collegiality," and may better be understood if the term collegiality were specifically described and included in the instrument in some manner.

- 6) The peer evaluation portion of the research instrument does not readily lend itself for universal use in the academic environment.

This portion of the research may be accomplished in the academic environment, but only on a limited basis. In private industry the flow through of information, methodology, and production are geared toward the cooperative effort of reaching an organization's goals. In many parts of the academic world such cooperation is not necessary, or at least, does not occur. For instance, the History Department does not depend upon input from Drama, and the Accounting Department does not need direct input from the Management Department in order to accomplish their discrete departmental goals. In the area of animal and crop sciences, however, the cooperative effort may lend itself more to the peer review.

- 7) The utilization of graphs for displaying the collected data is important to the analysis process. Looking at rows or tables of numbers

to analyze collected data can be confusing. However, being able to view graphed results both in the raw data format and the centile score gives the viewer an immediate idea of how any particular score compares to the established norm, as well as what percent of respondents scored in a like fashion. The display of information on both the raw data graph and on the percentile graph served to translate the array of numbers which results from the statistical analysis of the questionnaire responses. It is much easier to determine, in the graphic display, where the perceptions lie in each of the 15 categories. One facet of the graph's value becomes apparent when the entire report is reviewed. There were instances where the department chairs rated themselves very high and the deans and the faculty rated the department chair at a much lower level. Such reports can give the department chairs reason to reflect on their performance in the particular category addressed. It may also bring to the attention of the deans that they or the department's faculty may not have a complete or necessarily correct view of the operations within

a particular department. Graphs 1(A), 2(B), 3(C) 4(D), 15(O), 16(P), 17(Q) and 25(Y) all show wide differences in perceptions between the department chair and the particular dean (Appendix S, pp. 159-169, 201-298, 230-231).

- 8) The absence of training in the managerial aspects of the job by incumbent department chairpersons may contribute to some of the differences identified in the study. There is no department chair training at Oregon State University on a university-wide basis. On the surface, the department chair is considered to be both traditional and important. The evidence for this is the inclusion of the department chair in the budgetary, scheduling and personnel review process. Any training, however, is left up to the individual colleges and chairs. The department chair is the fulcrum between the university and the faculty and students. Attention has focused on the delicate and vital position between those who are in direct contact with the students (the faculty) and those who are almost totally involved in the administration of the educational institution (the deans). The managerial skills needed involve the whole range

of administrative, organizing, negotiating, planning and directing skills (Booth, 1985). The instrument used in this study has the potential to assist department chairs in the design of their individual management development programs.

- 9) The department chair position has both the authority and the responsibilities of a typical managerial position, with all the attendant challenges that come from accomplishing tasks while maintaining strong and trusting relationships with highly capable or mature employees. Although confidentiality was assured, there were 12 faculty members who declined to complete the instrument. All 12 expressed a concern that their department chair would discover their assessment. The evidence, although limited to 12 faculty members who took the time to give apprehension as a reason for not completing the questionnaire, focuses on one aspect of the managerial nature of the department chairperson. Although this deals with a negative aspect of power, it may give pause to those who wish to challenge the concept that department chairs are managers in the traditional sense. Department chair-

persons are managers. A manager manipulates available resources to accomplish goals. Department chairs also manipulate resources, such as people, space, time and capital. The particular technology or environment is not the issue. The issue is whether resources are made available to an individual to accomplish certain goals, and whether that person is expected to allocate said resources. Department chairpersons, whether or not they wish to call what they do "management," perform the functions of a manager.

#### Additional Findings

Data presented in this section were gathered during interviews and correspondence with administrators, deans, department chairpersons and faculty at Oregon State University. While sufficient data were not available in each area in amounts which would allow statistical analysis, there was enough interest or concern about each item that it was deemed important to include these data to contribute to a better understanding of this study.

Department chairpersons were judged to be generally competent. Some were perceived as much stronger

than others. All were described as having "soft" spots which might be strengthened by appropriate managerial training.

The word "management" in the academic environment appears to be interpreted as paralleling the "business management" implications alluded to by Peter Drucker, thus appearing to be a subject for further analysis.

Defining and encompassing the concept of collegiality might be used to develop a new working definition of the department chair's role and responsibility. It is possible that a department chair may not want to be identified as or act like a manager in the traditional sense because within a year or two he or she may return to teaching or research on a full-time basis. If the faculty control the department chair position by a round robin sharing of the chair occupancy, then the faculty become the manager of the department through the figurehead incumbent. Collegiality becomes an euphemism for "faculty management" of the academic department.

There are department chairs who either do not understand and appreciate the authority and power vested in their position or simply wish to ignore the subject under the rationale of collegiality. The department chair has power simply by being the allocator of certain resources assigned. This can come under the name



of performance appraisal, recommendations of tenure, or the assignment of funds. However, should the department chair not rationally and deliberately plan the allocation of this power to accomplish the goals of the department, then that chair is poorly informed of the nature of the management process or has made the choice to avoid possibly offending colleagues, virtually at all costs.

### Recommendations

Training in the managerial aspects of the job of department chairperson may be more effective if the following conditions obtain:

- 1) The training environment is non-threatening.
- 2) The training is preceded by a general management orientation, including faculty and administrators. (The purpose would be to have participants gain a general understanding of management, its functions, and its role in the educational setting.) This training should be couched under the umbrella of professional development. The motivational theme would be focused on the need for continual professional development in the managerial aspects of the job at the department level in order to pre-

vent a possible loss of discretionary management options through administratively levied fiat.

- 3) The training should receive support from all administrative levels and especially the top levels.
- 4) That academic institutions utilize the process implemented in this study to initiate and carry out continuing organizational and staff development.

#### Recommendations for Further Study

- 1) That the instrument used in this research be reviewed for semantic interpretation in order to be more closely aligned to academic language and that the modifications in the instrument be monitored to measure their impact on the instrument's reliability and validity.
- 2) That the study be replicated at two-year, private, and public academic institutions.
- 3) That research be conducted to define collegiality and to determine the degree to which collegiality actually influences activities in the post-secondary environment.

- 4) That research be conducted to investigate the power, authority and responsibility of the academic department chairperson with a particular goal being the building of a curriculum focused on the development of department chairperson competencies.
- 5) That a study be conducted to discover possible actions which might lend themselves to enhancing the power and prestige of department chairpersons. Possibilities may include longer terms as a department chairperson and a choice of whether to concentrate on research or teaching while an incumbent.

### Summary

It would appear that if future research of this type was conducted in the academic community the process would have value. The value would be clear if the instrument were utilized as the first step in an individualized, non-threatening organizational and management development program for department chairpersons and their colleagues. Such a process could have the capability of becoming a motivational force toward professional development within an academic institution.

The instrument might be utilized as a tool to assess specific managerial aspects of an academic organizational unit. It could be utilized, in a broader focus, as an indicator of the overall managerial environment of an organizational unit. It also might be utilized as a tool to assess a more specific environmental aspect of an organizational unit: interpersonal skills.

The motivation and morale section of the questionnaire might be of value in the initial study of an organization or sub-unit having difficulties. Since management style and effectiveness and morale both rest on perception, diagnosis may be initiated from either the position of manager or the unit.

This survey provides any manager a wide range of options for discovering the organizational perceptions about a unit as a whole, for discovering organizational perceptions about specific groups within the organization, or organizational perceptions about individuals within the organizational group.

There are no perfect managerial models. The instrument used in this study, or one similar to it, could be a valuable assist in the structuring of individualized management development programs. Unless there is a valid and reliable method of determining the strengths and weaknesses of a manager's style, self-de-

velopment suggestions are completely subjective. By using an instrument like that developed by Booth-Wright, an established norm is available for comparison and information collected can be easily analyzed and understood. The results of any self-development program can be accurately assessed by retesting with the same instrument. It would appear that this information then can be used to more accurately plan the future direction of an organization.

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## **APPENDICES**

## Appendix A

## Maslow's Terms and Themes

## PEOPLE &amp; TERMS

Another in TRAINING's continuing series of refresher courses for trainers and managers:

## Maslow's terms and themes

**T**he late Dr. Abraham H. Maslow is often referred to as the father of humanistic psychology, the so-called "third force" in American psychology (after behaviorism and psychoanalysis). Many psychologists, and particularly psychotherapists, have been inclined to study man from the perspective of his weaknesses and limitations, but Maslow instead directed his attention to a positive psychology concerned with the healthy, fully functioning individual.

Maslow was convinced that each human being is an organized, integrated whole, motivated by a number of basic needs which are species-wide, apparently unchanging, and genetic or instinctual in origin. There is, he proposed, an active will toward health, an impulse toward the actualization of human potentials. Maslow's theory of personality and motivation converts these goals to a set of needs which are categorized and ranked into a conceptual hierarchy.

The hierarchy concept is critical to Maslow, since his basic premises are that: 1) the behavior of any person is dominated and determined by the most basic group of needs which are unfulfilled, 2) the individual will systematically satisfy his needs, starting with the most basic and moving up the hierarchy, and 3) more basic need groups are prepotent—they will take

precedence over all those higher up in the hierarchy.

At the lowest end of Maslow's Hierarchy of Needs are the *physiological* needs—food, water, oxygen, sleep, elimination of wastes, sexual fulfillment, and other bodily needs; the *safety* needs—physical and psychological security, stability, protection from injury; the need for *belongingness and love*—affection, affiliation, identification with a group; and the *esteem* needs—a feeling of personal adequacy and competence as well as a need for prestige, respect, admiration, and recognition. These four needs are deprivation-created needs. In other words, they are stimulated only in their absence or deficit. The individual will strive for fulfillment of each successive level because of *lack of food, lack of safety, lack of love, lack of esteem*.

The next three sets of needs are not strictly preeminent—one doesn't have to be filled before the other. These meta-needs or growth needs can be substituted for one another as the immediate context or environment may suggest. None of these growth needs can motivate behavior, however, until all the basic needs are taken care of. The meta-needs are: *cognitive*—the need to know and understand and explore, to make independent moral judgments; *aesthetic*—the need for beauty, sym-

metry and order; *self-actualization*—the need for self-fulfillment and the realization of one's potential.

Maslow used self-actualization in a very specialized sense to describe a rarely attained state of perfect human achievement. It is roughly analogous to Psychologist C.G. Jung's "individuation process," which represents attainment of the true self and wholeness of personality. Freed from the externally imposed deficit needs, the self-actualizing person is characterized as spontaneous, creative, and capable of achieving immense satisfaction from doing the thing or things that represent the realization of his or her capabilities.

Because of the uniqueness of each person, the form or content of self-actualization is a highly individual thing. In essence, it is a self-perpetuating, ongoing, and never completed process. A person is never truly "self-actualized" but is always finding new goals and new means of expression.

The matter of time and circumstances is also critical to understanding the hierarchical nature of need and motivation. Because the lower-level needs are the most urgent ones, they must continually be satisfied before the individual can be motivated toward higher-level needs. But even when the lower-level needs are satisfied, they again become the stimulus for motivation if they are threatened. A man who is safe may risk his safety or even his life if he becomes hungry enough. Or a person whose prime motivation has been to gain respect may drop down a level to seek affection if the sense of love and belongingness is threatened. *But once a need is satisfied, it no longer motivates the individual.*

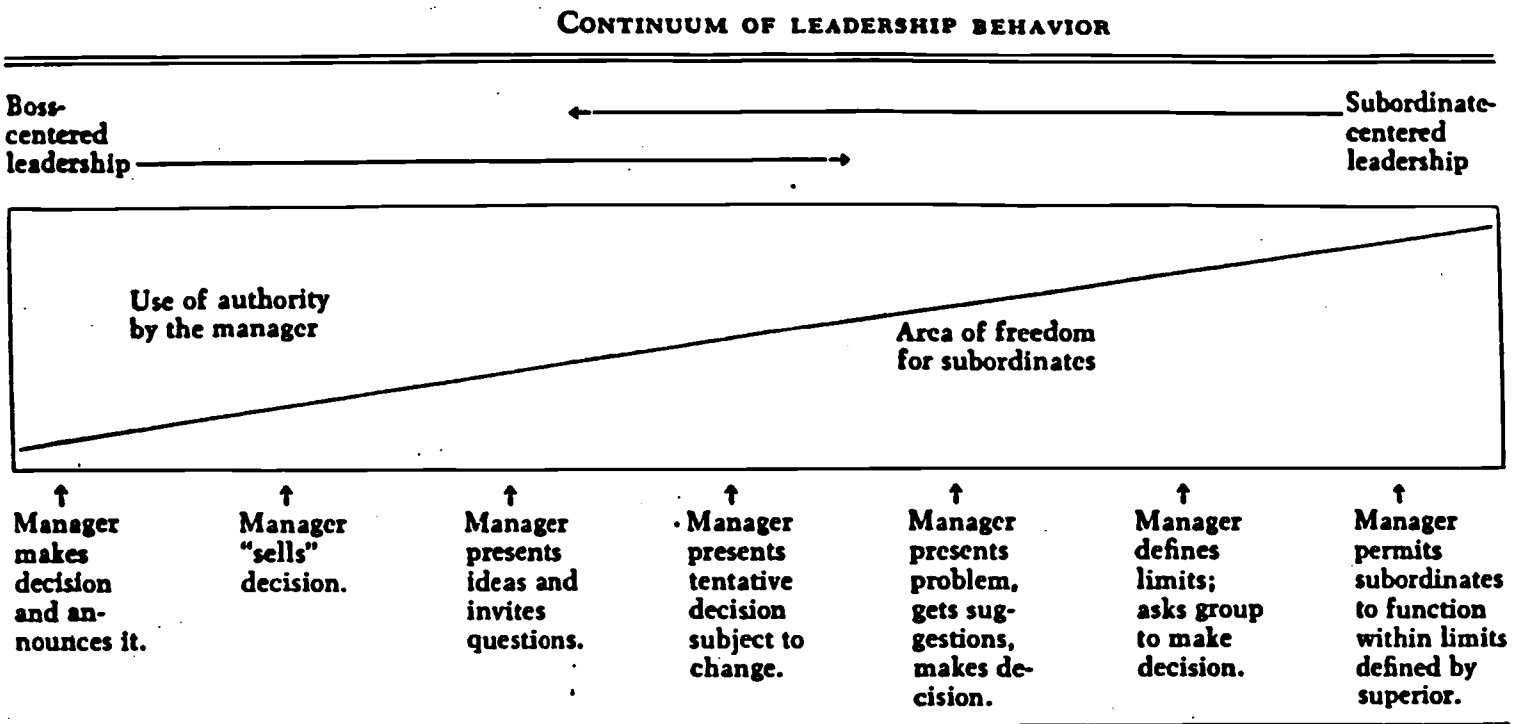
Maslow developed many terms and concepts that are now an integral part of the lexicon of personality theory psychology and the field of human relations. Since its publication in 1943, the Hierarchy of Needs has become one of the most popular theories of motivation in management and organizational behavior literature. Unlike other psychologists who theorized that motivation can be produced or encouraged by externally introduced incentives, Maslow's model suggests a state of internal motivation that incites the individual to some kind of action. The healthy person is viewed as seeking the goal of self-fulfillment, his or her unique self-actualization, from the beginning of life to its end.

Maslow's most widely read books are: *Motivation and Personality*, 2nd edition (Harper and Row, New York, N.Y., 1970) and *Toward a Psychology of Being* (Van Nostrand Company, Princeton, N.J., 1968).

## Are you and your people self-actualized?

In his book, *Motivation and Personality*, Maslow listed a number of psychological and behavioral attributes which characterize self-actualized persons.

- They accept themselves, other people, and the natural world for what they are.
- They are realistically oriented.
- They have a great deal of spontaneity.
- They are problem-centered rather than self-centered.
- They have an air of detachment and a need for privacy.
- They are autonomous and independent.
- They have a strong ethical sense.
- Their appreciation of people and things is fresh rather than stereotyped.
- Most of them have had profound mystical or spiritual experiences, although not necessarily religious in character.
- They identify with mankind.
- Their intimate relationships with a few specially loved people tend to be profound and deeply emotional rather than superficial.
- Their values and attitudes are democratic.
- They do not confuse means and ends.
- Their sense of humor is philosophical rather than hostile.
- They are inventive and creative.
- They resist conformity to the culture.
- They transcend the environment rather than just coping with it.

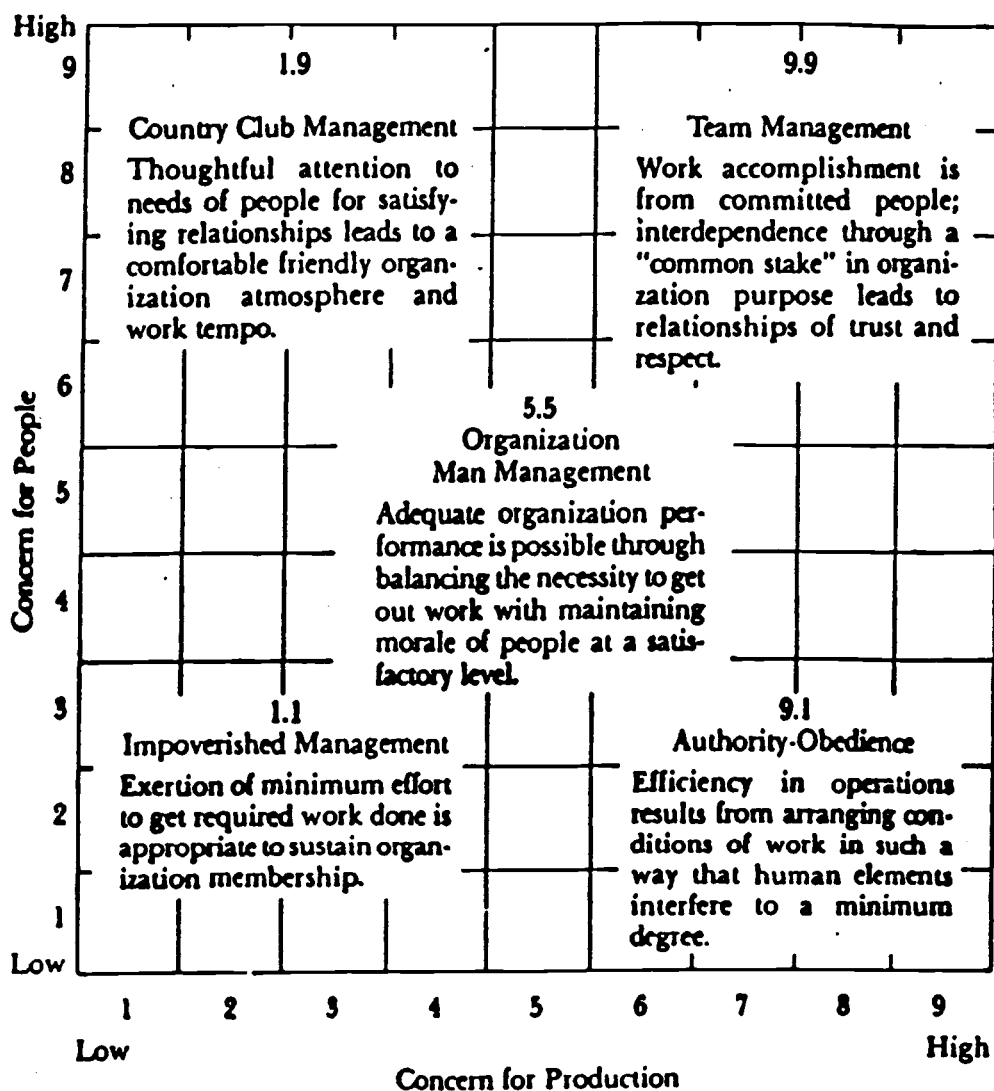


Continuum of Leadership Behavior

Appendix B

# Appendix C

## Managerial Grid

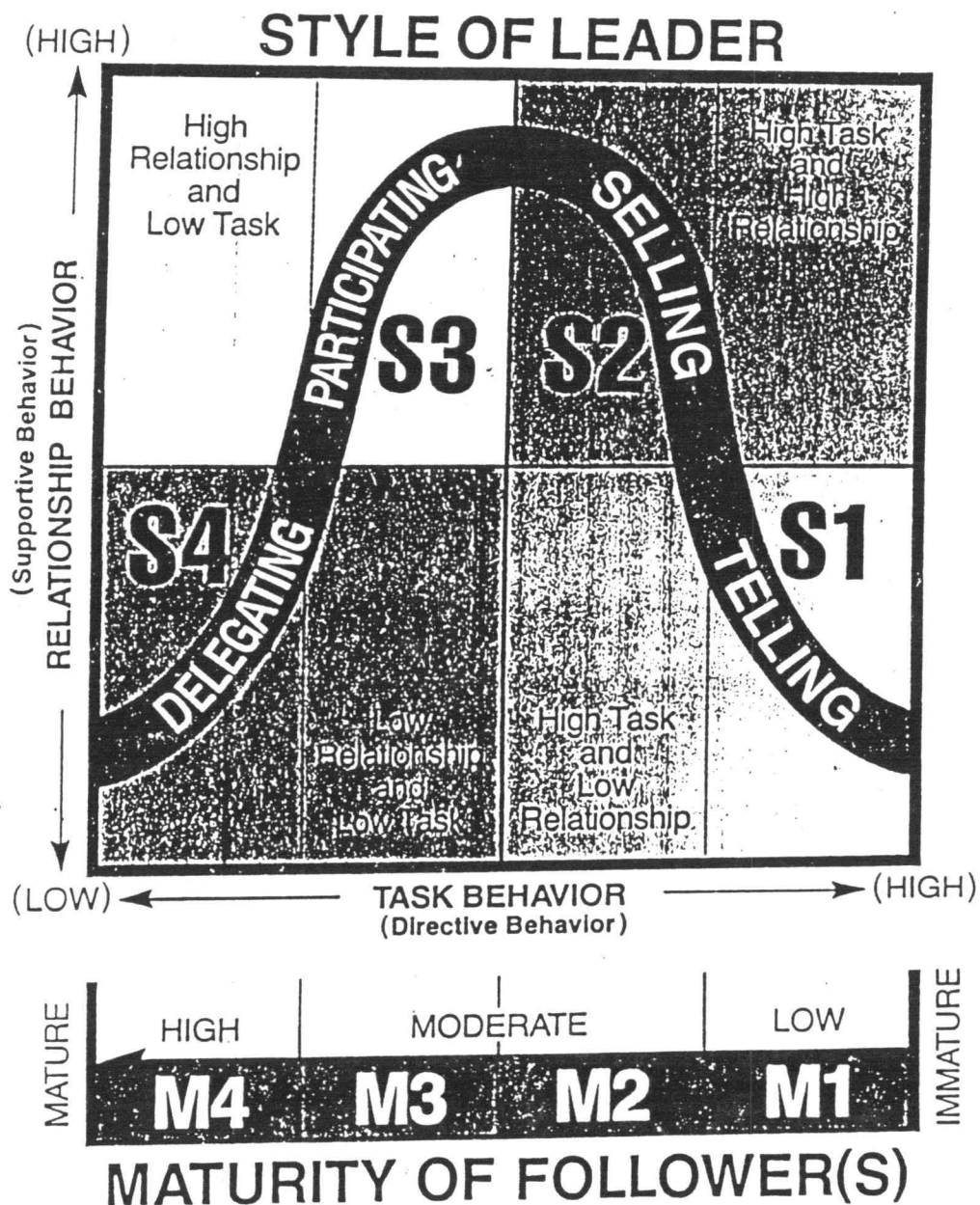


Source: Blake and Mouton, 1978.



## Appendix D

## Situational Leadership



Developed by Paul Hersey and Kenneth H. Blanchard

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## HOW TO USE THE SITUATIONAL LEADERSHIP MODEL

**FIRST** Determine what you want to accomplish through your follower(s).

ASK: "What is the task or goal?"

**SECOND** Determine the maturity level of the follower or group that is relevant to the task.

**MATURITY IS:**

**ACHIEVEMENT MOTIVATION**

"Is the individual or group able to set high but realistic goals?"

**RESPONSIBILITY**

"Willingness to assume responsibility?"

"Ability to assume responsibility?"

**EDUCATION/EXPERIENCE**

"Does the individual or group have the education and/or experience that is necessary to accomplish the task?"

**MARK THE MATURITY LEVEL OF THE FOLLOWER OR GROUP**

M 17. .... M 27. .... M 37. .... M 47. ....

**THIRD** Draw a line from the maturity level up to the leadership style curve. The point where the lines hit is the **MOST EFFECTIVE LEADERSHIP STYLE** that is appropriate for that follower or group.

S 17. .... S 27. .... S 37. .... S 47. ....

Give the follower or group the appropriate combination of task behavior and relationship behavior.

**TASK BEHAVIOR IS:**

The extent that a leader engages in spelling out the role of an individual or group.

The extent that a leader tells an individual or group what, when, where, and how to do the task.

**RELATIONSHIP BEHAVIOR IS:**

The extent that a leader engages in two-way communication, listening, supporting, facilitating, and giving psychological strokes.

**KEY WORDS FOR APPROPRIATE LEADERSHIP STYLES**

**TELLING:** high task/low relationship

**SELLING:** high task/high relationship

**PARTICIPATING:** high relationship/low task

**DELEGATING:** low relationship/low task

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Appendix E  
Topics Covered in Department  
Chairperson's Workshop



Institute for Departmental Leadership

107G Stone Florida State University Tallahassee, Fla. 32306

1. Responsibilities, Roles, and Powers of Department Chairpersons
2. Types of Departments, Leadership Styles, Committees, and Delegation
3. Departmental Decision Making and Bringing About Change
4. Faculty Development: Encouraging Professional Growth
5. Faculty Evaluation
6. Performance Counseling: Dealing with Unsatisfactory Performance
7. Faculty Grievances and Unions
8. Dealing with Conflict and Maintaining Faculty Morale
9. Departmental Accomplishments and Aspirations: Setting Goals and Developing Action Plans
10. The Budget Cycle: Preparing Departmental Budget Requests and Persuading the Dean
11. Assigning and Reporting Faculty Activities
12. Managing Departmental Resources: Time, People, and Money

## Appendix F

Remarks by Thomas A. Emmet

# Foreword

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THE POSITION OF DEPARTMENT CHAIRPERSON in the administrative structure of American colleges and universities is just over 100 years old in the more traditional academic disciplines. From the founding of Harvard in 1636 until after the Civil War, the administrative structure of the American college was very simple. In fact, only three events with respect to the evolution of department chairpersons are worth mentioning. The first event was the use of the title dean in 1792, when Samuel Bard was appointed to that post at Columbia University; a new title was needed for the head of the medical college of that institution, and it was decided that there could not be two presidents. The second event occurred when Thomas Jefferson, rector of the University of Virginia, organized six colleges with a professor at the head of each. The third event was the addition of modern languages to the curriculum at Harvard in the 1828–1830 period by Professor George Tichnor and the addition of schools of natural science at Yale and Harvard in 1848—both changes strengthening the academic disciplinary

structure which in a few institutions led to the emergence of departments prior to the Civil War.

However, it was not until the advent of the land-grant university at Cornell in 1868, the Harvard administrative reforms of 1870, and the founding of graduate schools at Johns Hopkins and later at Clark University in the period 1876 to 1880 that the department really began to come into its own. The main impetus was for purposes of graduate organizations and student-professor relationships. New departments flourished in the 1880s and in each decade since. The titles of the various disciplinary and subdisciplinary departments, which would fill pages of text, give one a history of the growth and development of the curriculum in our American institutions.

One additional development was the adoption by community colleges after World War II of an organizational system of divisions, headed by a divisional chairperson who often had only limited teaching duties and acted as associate or assistant dean within a group of disciplines. This model was later applied to liberal arts colleges with fairly compact enrollments. Here a model of divisions with or without departments replaced the traditional departmental structure starting in the early 1960s.

Unfortunately, it was not until the last few decades that any attention was paid to the in-service development of faculty members who were selected for the position of department or division chairperson. The first in-service activity was accomplished by some of the scholarly associations, in particular by the Modern Language Association for chairpersons in English, as well as by associations in engineering, accounting, and philosophy. These activities have consisted mainly of summer workshops or special meetings at annual conventions. The focus has usually been on teaching of the discipline, recruitment, quality control, and related matters. In recent years management subjects such as budgeting, mission statement, collective bargaining, and human resources have been added.

Outside of the disciplinary efforts, the first organizational activities for the professional development of department and division chairpersons took place between 1967 and 1971 with

three major components. (1) Between 1967 and 1969 a Danforth Foundation grant to the Western Interstate Commission on Higher Education (WICHE), led by David Booth, held six or seven seminars dealing with the role of the department chairperson in the thirteen western states. (2) Between 1968 and 1971, Higher Education Executive Associates (HEEA), a consulting group organized by this writer, developed about twenty seminars at which department chairs were able to meet to discuss their roles and managerial needs. (3) The American Council on Education held two institutes for public institutions in the Midwest, modeled on the HEEA and WICHE activity, under the leadership of Harry Marmion.

The state of the art of these efforts was not spectacular, but some interesting papers emerged which can be seen as classics. These were published in a 1972 book, *The Department Chairman: A Complex Role*, edited by James Brann and Thomas A. Emmet. In 1975 the American Council on Education published the work of Herbert Waltzer of Miami University of Ohio in *The Job of the Academic Department Chairman*. These were the major efforts emphasizing the role and development of department chairpersons prior to 1978.

In 1980 the American Council on Education established the Departmental Leadership Institute; in 1981 it published Allan Tucker's book *Chairing the Academic Department: Leadership among Peers*. Training and development experiences were provided for chairpersons in a number of state systems of universities as well as in several large institutional consortia. Leadership seminars for department and division chairpersons and deans not in state systems were also developed. In addition, well over twenty on-campus workshops for individual institutions and local consortia have been conducted.

This book is the next step in developing materials and activities to assist the professional growth of department and division chairpersons. The author, John B. Bennett, who is a former division head himself, has had considerable experience leading seminars and workshops on the issues that chairpersons face. His scholarly and creative approach in many of these case studies has been tested under his or my leadership with

well over 1,000 chairpersons from 1980 to 1983. This set of published cases can contribute significantly to the growth and development of individual chairpersons and can also play a substantial role in workshop experiences.

I urge those who use these materials and Tucker's work as well to follow in our footsteps and to develop further materials and research which will advance the in-service development of department chairpersons so long overdue and so very badly needed. The management expert on Z organization and Japanese business theory, William Ouchi, has suggested in his work that the smallest working unit is the key to quality and productivity in the industrial setting. It is high time we recognized this fact in higher education. Truly, the department chairperson is the key to real institutional vitality. For too long we have ignored this *vital* human resource.

THOMAS A. EMMET  
Littleton, Colorado  
April 4, 1983

## Appendix G

Remarks by James Brann and Thomas A. Emmet

The Department or Division Chairman: A Complex Role has been a long time in the process of being printed. The reasons for this are many, not the least of which has been the busy schedule of many of the authors as well as the editors. This book is an outgrowth of a series of institutes and seminars sponsored by the Higher Education Executive Associates in the years 1968-1970. The In Service Training of Administrators and Faculty at lower than top management levels until the very late 1960's was an activity almost ignored by the professional academic organizations connected with Higher Education including the Learned Societies. In particular the role and function of division and department chairmen in terms of literature on the subject, in service training or even on campus internal discussion was an almost total blank in terms of information. A few groups in particular the Modern Language Association and the National Council of College Teachers of English had in the 1950's and early 1960's run a yearly seminar for new department chairmen of their respective fields but the content often centered upon curriculum and instructional problems within those fields and, thus overall consideration of the functions were neglected.

In 1968 - 1969, The American Council on Education, who had for a number of years sponsored institutes for new college and university presidents, instituted two institutes, one in Illinois and Indiana and another in Iowa and Nebraska for department chairmen. These were done by the Council under the direction of Dr. Harry Marmion of the Council staff and were very well received.

At the same time in late 1967, Higher Education Executive Associates was formed in Detroit, Michigan by Thomas A. Emmet as a profit centered consulting firm whose chief business was to present In Service Institutes for middle management and faculty in higher educational institutions. It was the first of its kind of firms in higher educational circles. In 1968, 1969, and 1970, a series of six Institutes on the topic "The Role and Function of the Department and Division Chairmen In Higher Education" were presented at St. Louis, Missouri in November, 1968, February and July, 1969, at Boston, Massachusetts in October, 1969, Durham, North Carolina February, 1970, and Detroit, Michigan in October, 1970. Over 250 Department



Chairmen and Academic Deans attended these programs. In addition, HEEA sponsored the first institute on Collective Negotiations and Higher Educational Governance in Cleveland, Ohio in December, 1968; on Institutes on Academic Planning at St. Louis, February, 1968; on Evaluation Procedures, Chicago March, 1970; and on Curriculum Reform and Innovation St. Louis, October, 1969, Detroit April, 1970. Out of all these Institutes come about three quarters of the papers presented in this book. HEEA was joined in the Departmental Chairman Institute field by the Western Interstate Commission on Higher Education in late 1968 when the Danforth Foundation made a grant to WICHE of \$200,000 for a series of institutes in the thirteen western states. Dr. David Booth, then of Oakland University, was director of that program which held both regional and on individual campus programs for department and division chairmen. HEEA also held a similar series of on campus programs in particular with new pilots being tried at Marist College, December, 1967; University of Delaware, December, 1969; Pensacola Junior College, October, 1970 and Essex Community College, March, 1971. It is a shame that on a large scale consortia, state boards of higher education as well as the higher educational associations and learned societies have not picked up on the work of HEEA and WICHE in the 1968-1970 period. Tight budgets could be a penny wise and pound foolish reason. For of all the Institutes HEEA did these were the best received and most productive save for those on Collective Negotiations an obvious topic by 1970.

No book of this type exists on the topic and the collection was put together to serve both as a set of readings for all interested in the topic as well as to act as a little memorial to the pioneers in HEEA who saw a few years back that unless the department or division chairman became an "activist" for reform in a professional fashion, Higher Education could never meet the public, students and even younger faculty members demands for that needed reform. The editors still believe that because higher education has still not understood the need for in service training of department and division "middle managers" the reform is bogging down and at best going very slowly where it counts in local daily middle level leadership and innovation. The editors feel strongly this book might open again the eyes of some who have already forgotten the pilot experiments in continuing education.

A few of the most dedicated pioneers in respect to in

service preparation of Department and Division Chairmen should be mentioned. The basic team for most of the Institutes on this subject were Dr. Frank Dilley now Associate Provost, University of Delaware and then Chairman of their Department of Philosophy, Dr. John Mahoney now Dean of the College of Arts and Science at the University of Detroit and then Chairman of their English Department and Dr. William J. McKeefrey now Executive Vice President of Virginia Polytechnic Institute and the Professor of Higher Education at Southern Illinois University. These men were assisted in particular by Rev. J. Barry McGannon, S.J. Dean, College of Arts and Science, St. Louis University and President of the Association of Academic Deans and by Calvin B. T. Lee then Executive Vice President of Boston University and now Chancellor of the University of Maryland, Baltimore County who played the bad guys in the form of the Academic Dean who the chairmen could shoot at. A good deal of planning and evaluation as well as provocative thought was produced by Dr. Harold L. Hodgkinson of the Center for Research and Development for Higher Education of the University of California at Berkeley and present President Elect of the American Association for Higher Education. There were many others who helped but this was the first team and the ones who could truly be called pioneers.

Mention should also be made of the great aid given by Father Carl Hangartner, S. J., Professor of Education at St. Louis University and Father M. B. Martin, S. J., Director of Fordyce House on the Mississippi without whose help and vision the HEEA programs may have lacked the proper pilot setting.

Higher Education Executive Associates was sold to McGraw Hill Publications (College and University Business) in Chicago in September, 1969 and merged with each of McGraw Hill's institutional publications Nations Schools, College and University Business, Modern Hospital and Modern Nursing Home in January, 1971 thus ending its own separate corporate existence.

As an individual project, James Brann former major reporter for the Chronicle of Higher Education began in early 1971 to develop the editorial plan along with Joan McCall for the editing and printing of this book. Mr. Brann did extensive research in terms of an up-date on the role and scope of the department and division chairmen which appears in the first paper in the collection. The complete project was assembled

and all rights obtained in 1971 throughout the year. Final editing took place in spring, 1971 and at last, long overdue this collection of materials is ready for printing.

While in a few locations the copy will indicate a local situation or a now trite event in the main the reader will find the copy as refreshing and as pointed as the day it was delivered. Also the reader is reminded that while this material has been edited to a considerable extent the papers were delivered in the main as a talk or speech and not all parts were full edited along this line to preserve impact.

It is the editors' hope that this volume of collected papers will serve as our introduction to many future in service institutes for departmental and divisional chairmen and that the research and innovative ideas listed in detail in many of the papers will serve as model for middle management operational reform throughout American higher educational institutions - if so the pioneers represented here will have felt their efforts well taken.

James Brann

Columbia, Md.

Thomas A. Emmet, Jr. Littleton, Colo.

July 4, 1972

## Appendix H

Oregon Administrative Rules,  
Teacher Standards and Practices

## DIVISION 46

## ADMINISTRATIVE CERTIFICATES

## Basic Administrative Certificate Requirements

584-46-005 An applicant for a Basic Administrative Certificate must assemble all materials necessary for the evaluation for the certificate and must submit these materials as a single package. An incomplete application will be returned. The applicant must:

(1) Supply all information requested on the Application, Form C-1, and sign in the space provided attesting that the information is true and correct. The applicant must answer the three questions pertaining to dismissal, revocation and conviction and attach supporting documents as instructed on Form C-1, if necessary.

(2) Provide official transcripts of bachelor's and advanced degrees. Transcripts must bear the embossed seal of the institution and the signature of the registrar and must verify completion of a master's degree from an approved teacher education institution.

NOTE: An applicant bears the burden of proving that he or she has met certification requirements. The applicant must present evidence that the courses taken covered the required subject matter. In some cases, a transcript showing the course title will suffice; where the course title is not descriptive of course content, the applicant should present a syllabus or other description of course content in addition to the transcript.

(3) Either provide a Preparation for Teaching Report, Form C-2, if the application is based upon completion of an approved program, or provide a current and comparable certificate issued by another state together with verification of one year of successful public school administrative experience. If the comparable certificate expired prior to application, a Preparation for Teaching Report, Form C-2, must be submitted.

NOTE: Experience must be verified by the employing superintendent on the back of the application, Form C-1. Experience of superintendents must be verified by the district's deputy clerk, personnel officer or board chairperson.

(4) Provide evidence of recent educational experience.

NOTE: Recent experience means the application is submitted to TSPC either within twelve months following completion of an approved program or during the effective period of a comparable certificate and within three years of the last public school administrative experience on such certificate. If more than twelve months have elapsed since completion of the program or more than three years have elapsed since the last public school administrative experience, recency may be met by completion of nine quarter hours of additional preparation from an approved institution as explained in OAR 584-36-005(42).

(5) Demonstrate knowledge of Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972 and state and federal statutes prohibiting discrimination. See OAR 584-36-054 for options to demonstrate this knowledge.

(6) Submit a check or money order for the evaluation fee. Cash may be presented when applying at the Commission office. The fee for evaluation of an application based upon completion of an Oregon approved teacher education program is \$35. The fee for evaluation of preparation in another state is \$65.

(7) Verify completion of academic preparation for one or more of the basic endorsements outlined in OAR 584-46-016 through 584-46-019.

NOTE: Endorsement requirements are incorporated into Oregon approved programs. TSPC evaluates the transcripts of applicants from other states to establish that these endorsement requirements are met.

(8) Submit a transcript from ETS verifying satisfactory scores on CBEST if not previously submitted. Photocopies are not acceptable.

(9) Allow thirty days for the Commission to process an application for a certificate.

Stat. Auth.: ORS Ch. 342

11st: TS 15, f. 12-20-76, ef. 1-1-77; TS 17, f. 12-19-77, ef. 1-1-78; TS 3-1979, f. & ef. 9-20-79; TS 6-1980, f. & ef. 12-23-80; TS 1-1982, f. & ef. 1-5-82; TS 3-1983, f. & ef. 5-16-83; TS 4-1983, f. 5-17-83, ef. 7-1-83

## Standard Administrative Certificate Requirements

584-46-010 [TS 15, f. 12-20-76, ef. 1-1-77;  
TS 17, f. 12-19-77, ef. 1-1-78;  
TS 3-1979, f. & ef. 9-20-79;  
Repealed by TS 1-1982, f. & ef. 1-5-82]

## Basic Administrative Certificate Endorsement Requirements

584-46-015 [TS 15, f. 12-20-76, ef. 1-1-77;  
TS 17, f. 12-19-77, ef. 1-1-78;  
Repealed by TS 1-1982, f. & ef. 1-5-82]

## Basic Principal

584-46-016 (1) Twelve quarter hours of graduate study applicable to the standard principal endorsement including personnel supervision and evaluation; school law; and budget planning and preparation.

(2) Effective January 15, 1987, the following requirements will supersede section (1) of this rule. Twelve quarter hours of graduate study applicable to the standard principal endorsement to include:

(a) Preparation in personnel supervision and evaluation; school law; and budget planning and preparation.

(b) A practicum experience which shall be counted as not more than two of the twelve quarter hours required for the basic endorsement.

## Basic Vice Principal

584-46-017 (1) Twelve quarter hours of graduate study applicable to the standard principal endorsement including personnel supervision and evaluation; school law; and school-community relationships. See 584-48-085 for renewal of the basic vice principal endorsement based upon successful administrative experience.

(2) Effective January 15, 1987, the following requirements will supersede section (1) of this rule. Twelve quarter hours of graduate study applicable to the standard principal endorsement to include:

(a) Preparation in personnel supervision and evaluation; school law; and school-community relationships.

(b) A practicum experience which shall be counted as not more than two of the twelve quarter hours required for the basic endorsement.

NOTE: See 584-48-085 for renewal of the basic vice principal endorsement based upon successful administrative experience.

## Basic Superintendent

584-46-019 (1) Twelve quarter hours of graduate study applicable to the standard superintendent endorsement to include personnel management, evaluation and negotiation; school law; and business management, budget planning and preparation.

(2) Effective January 15, 1987, the following requirements will supersede section (1) of this rule. Eighteen quarter hours of graduate study applicable to the standard superintendent endorsement to include:

(a) Preparation in personnel management, evaluation and negotiation; school law; business management; budget planning and preparation; and school, board and community relations.

(b) A practicum experience which shall be counted as no more than two of the eighteen quarter hours required for the basic endorsement.

## Standard Administrative Certificate Requirements

584-46-020 An applicant for a Standard Administrative Certificate must assemble all materials necessary for evaluation for a certificate and must submit these materials as a single package. An incomplete application will be returned. The applicant must:

(1) Provide the information requested on the Application, Form C-1, and sign in the space provided. The three character questions pertaining to dismissal, revocation and conviction must be answered and supporting materials attached to the application, if necessary.

(2) Provide verification of three years of successful administrative experience in Oregon schools while holding a Basic Administrative Certificate or a Five-Year Administrative Certificate. Experience must be verified by the employing superintendent on the reverse side of the

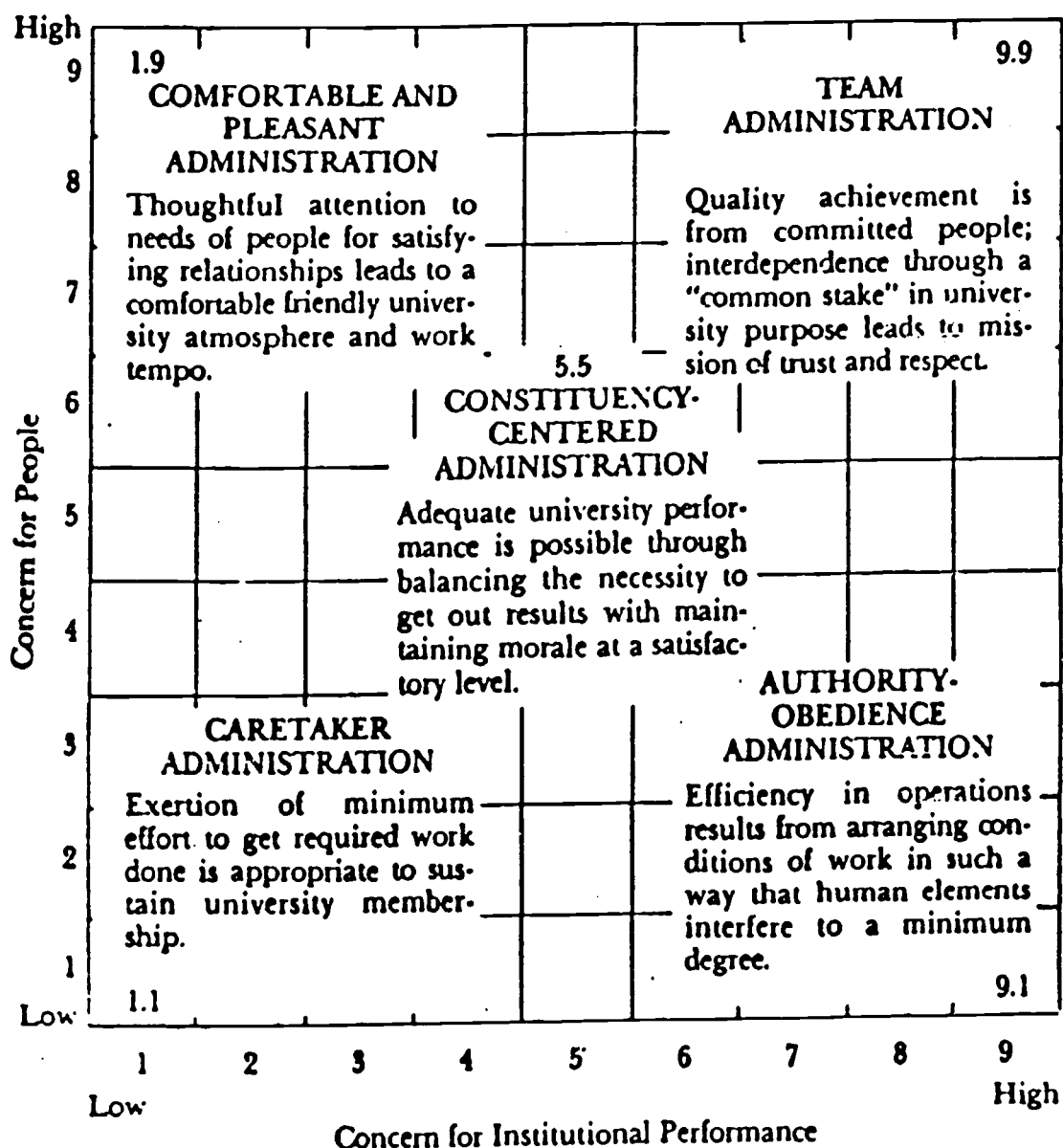
BASE SUPT  
584-46-019

1980 (1)	1987 (2)	1988 (3)
<p>12 qtr hrs of graduate preparation to include:</p> <ol style="list-style-type: none"> <li>1. Personnel management, evaluation &amp; negotiation</li> <li>2. School law</li> <li>3. Business management, budget planning &amp; preparation</li> </ol>	<p>18 qtr hrs of graduate preparation to include:</p> <ol style="list-style-type: none"> <li>1. Personnel management, evaluation &amp; negotiation</li> <li>2. School law</li> <li>3. Business management</li> <li>4. Budget planning &amp; preparation</li> <li>5. School, board &amp; community relations</li> <li>6. Practicum (max. 2 of 18 qtr hrs)</li> </ol> <p style="text-align: center;"><u>STANDARD SUPT</u> 584-46-024</p>	<p>21 qtr hrs of graduate preparation to include:</p> <ol style="list-style-type: none"> <li>1. Development, evaluation, &amp; improvement of educational programs to meet school dist. objectives.</li> <li>2. Establishing &amp; implementing personnel policies to insure the continuing effectiveness of personnel</li> <li>3. Negotiating &amp; administering contracts</li> <li>4. Oregon school law</li> <li>5. Planning, preparation, and management of school district budgets</li> <li>6. School, board &amp; community relations</li> <li>7. Practicum—one-third of 21 qtr hrs (7 qtr hrs)</li> </ol>
<p>An additional 33 qtr hrs of graduate preparation to include:</p> <ol style="list-style-type: none"> <li>1. Teaching-learning process</li> <li>2. Planning &amp; maintaining school facilities</li> <li>3. School-community relations</li> <li>4. Policy development &amp; implementation</li> <li>5. Research, evaluation &amp; goal-setting</li> <li>6. Human relations</li> <li>7. Communicating</li> <li>8. School board relationships</li> <li>9. Practicum</li> <li>10. Other experiences</li> </ol> <p>24 qtr hrs must be completed subsequent to the master's degree.</p>	<p>An additional 27 qtr hrs of graduate preparation to include:</p> <ol style="list-style-type: none"> <li>1. Teaching-learning process</li> <li>2. Planning &amp; maintaining school facilities</li> <li>3. Policy development &amp; implementation</li> <li>4. Research, evaluation &amp; goal-setting</li> <li>5. Human relations</li> <li>6. Communicating</li> <li>7. Other experiences</li> </ol> <p>24 qtr hrs must be completed subsequent to the master's degree.</p>	<p>An additional 24 qtr hrs of graduate preparation to include:</p> <ol style="list-style-type: none"> <li>1. Teaching-learning process</li> <li>2. Planning &amp; maintaining school facilities</li> <li>3. Policy development &amp; implementation</li> <li>4. Research, evaluation &amp; goal-setting</li> <li>5. Human relations</li> <li>6. Communicating</li> <li>7. Other experiences</li> </ol> <p>24 qtr hrs must be completed subsequent to the master's degree.</p>

BASIC PRINCIPAL  
584-46-016

1980 (1)	1987 (2)	1988 (3)
<p>12 qtr hrs of graduate preparation to include:</p> <ol style="list-style-type: none"> <li>1. Personnel supervision and evaluation</li> <li>2. School law</li> <li>3. Budget planning &amp; preparation</li> </ol>	<p>12 qtr hrs of graduate preparation to include:</p> <ol style="list-style-type: none"> <li>1. Personnel supervision &amp; evaluation</li> <li>2. School law</li> <li>3. Budget planning &amp; preparation</li> <li>4. Practicum (max 2 of 12 qtr hrs)</li> </ol>	<p>15 qtr hrs of graduate preparation to include:</p> <ol style="list-style-type: none"> <li>1. Management, evaluation, &amp; improvement of instruction to meet dist. needs</li> <li>2. Supervision, professional development, &amp; evaluation of personnel to insure effective instruction</li> <li>3. Oregon school law</li> <li>4. Planning, preparation, and implementation of instructional budgets</li> <li>5. Practicum-approx one-third of 15 qtr hrs (5 qtr hrs)</li> </ol>
<p><u>STANDARD PRINCIPAL</u> <u>584-46-021</u></p>		
<p>21 qtr hrs of additional grad. preparation to incl:</p> <ol style="list-style-type: none"> <li>1. Teaching-learning process</li> <li>2. Curriculum development &amp; implementation</li> <li>3. School-community relationships</li> <li>4. Practicum</li> <li>5. Research, evaluation &amp; goal setting</li> <li>6. Human relations</li> <li>7. Communicating</li> <li>8. Other experiences</li> </ol> <p>18 qtr hrs must be completed subsequent to the master's degree.</p>	<p>21 qtr hrs of additional graduate preparation to incl:</p> <ol style="list-style-type: none"> <li>1. Teaching-learning process</li> <li>2. Curriculum development &amp; implementation</li> <li>3. School-community relationships</li> <li>4. Research, evaluation &amp; goal-setting</li> <li>5. Human relations</li> <li>6. Communicating</li> <li>7. Other experiences</li> </ol> <p>18 qtr hrs must be completed subsequent to the master's degree.</p>	<p>18 qtr hrs of additional graduate preparation to include:</p> <ol style="list-style-type: none"> <li>1. Teaching-learning process</li> <li>2. Curriculum development &amp; implementation</li> <li>3. School-community relations</li> <li>4. Research, evaluation &amp; goal-setting</li> <li>5. Human relations</li> <li>6. Communicating</li> <li>7. Other experiences</li> </ol> <p>18 qtr hrs must be completed subsequent to the master's degree.</p>

Appendix I  
Academic Grid



Source: Blake, Mouton, and Williams, 1981.

Appendix J  
Survey of Management Practices Instrument



I am answering this survey about \_\_\_\_\_

- I am: ☐ The person named on the survey.  
☐ One who reports to the person named.  
☐ A supervisor of the person named.  
☐ A peer of the person named.

## SURVEY OF MANAGEMENT PRACTICES

by

Clark L. Wilson, Ph.D.

(Form SMP - JE)

CODE									
0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9

### INSTRUCTIONS:

This survey pertains to things managers and supervisors do or attitudes they may hold. The questions relate to the communications and relations between the person whose name is at the top of the page and those who report to him or her. You will evaluate each statement depending on how well it describes that particular person's relations with those people — even if that person is you. As a frame of reference, think how that person compares with managers or supervisors in general.

Blacken in the circle for each statement "1" to "7" on how truly it describes the person you are rating.

To guide you:

- "1" means the statement is true to an extremely small extent, never, or not at all.
- "4" means it is true to an average extent, or about normal in degree or frequency.
- "7" means it is true to an extremely high extent, always or without fail.

Of course, you may use the other numbers:

- "3" and "2" represent varying degrees between average and extremely low.
- "5" and "6" represent varying degrees between average and extremely high.

Please use ratings of "1" or "7" only when you feel quite strongly.

Be sure to mark every statement. There is no time limit. There are no "right" or "wrong" answers. You will be most helpful if you answer as accurately and as honestly as you can.

You may notice that some statements are similar. Actually, no two are exactly alike. They differ, even though to a minor degree. The reason is that different people see such statements in different ways and this apparent repetition provides consistency in the results.

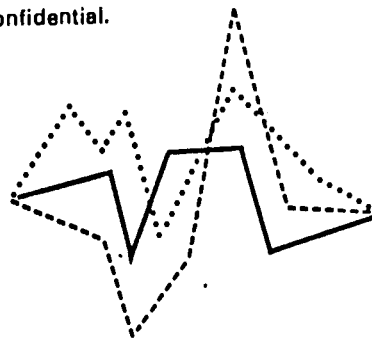
The code number at the top of the page identifies the manager or supervisor you are observing — no-one else. If you are one who reports to that person, or a peer, your responses will remain anonymous and completely confidential.



- Do NOT use ink or ballpoint pen.
- Fill in circle completely.
- Make clean erasures.
- Make no stray marks.

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Boulder, CO



Remember: Blacken in the circle for each statement "1" to "7" on how truly it describes the person you are rating.

To guide you:

"1" means the statement is true to an extremely small extent, never, or not at all.

"4" means it is true to an average extent, or about normal in degree or frequency.

"7" means it is true to an extremely high degree, always, or without fail.

Of course, you may use the other numbers:

"3", and "2" represent varying degrees between average and extremely low.

"5", and "6" represent varying degrees between average and extremely high.

This manager (supervisor, etc.):

1. .... shows a sincere interest in suggestions from members of the work group .....	1	2	3	4	5	6	7
2. .... plans the work so it keeps running smoothly .....	1	2	3	4	5	6	7
3. .... makes sure people are properly trained for their jobs .....	1	2	3	4	5	6	7
4. .... always lets people know where they stand and how they are doing their jobs .....	1	2	3	4	5	6	7
5. .... is trusted by people in the work group .....	1	2	3	4	5	6	7
6. .... insists that everything be done his/her way .....	1	2	3	4	5	6	7
7. .... is very concerned about getting things done on time .....	1	2	3	4	5	6	7
8. .... is interested in helping people in their careers .....	1	2	3	4	5	6	7
9. .... has confidence in the ability of the group to do their own planning .....	1	2	3	4	5	6	7
10. .... is dependable in fulfilling commitments .....	1	2	3	4	5	6	7
11. .... asks advice from the group on the best ways to do things .....	1	2	3	4	5	6	7
12. .... keeps track of performance on each job .....	1	2	3	4	5	6	7
13. .... feels it is important to get the group to work together as a team .....	1	2	3	4	5	6	7
14. .... feels planning for people's advancement is as important as planning the work .....	1	2	3	4	5	6	7
15. .... keeps the work well organized through good planning .....	1	2	3	4	5	6	7
16. .... compliments individuals who contribute significantly to the group's effort .....	1	2	3	4	5	6	7
17. .... is easy to approach and communicate with .....	1	2	3	4	5	6	7
18. .... knows how to get things done or find the resources to do them .....	1	2	3	4	5	6	7
19. .... is trusted by upper management .....	1	2	3	4	5	6	7
20. .... makes changes as a result of having listened to people in the group .....	1	2	3	4	5	6	7
21. .... makes sure they know how well they are performing .....	1	2	3	4	5	6	7
22. .... is sure to remind people about work deadlines .....	1	2	3	4	5	6	7
23. .... tells group members how their jobs, work, and goals relate to the organization's goals .....	1	2	3	4	5	6	7
24. .... plans the work in advance in order to provide for an orderly flow of work .....	1	2	3	4	5	6	7
25. .... lets people work at their own speed .....	1	2	3	4	5	6	7
26. .... punishes or yells at people when they make mistakes .....	1	2	3	4	5	6	7
27. .... welcomes ideas from group members even if they differ .....	1	2	3	4	5	6	7
28. .... gives honest opinions of the work people do .....	1	2	3	4	5	6	7
29. .... is a helpful coach and trainer .....	1	2	3	4	5	6	7
30. .... effectively gets group members to cooperate with each other .....	1	2	3	4	5	6	7
31. .... can be believed when he/she tells you something .....	1	2	3	4	5	6	7
32. .... really shows appreciation when group members solve a tough problem at work .....	1	2	3	4	5	6	7
33. .... can answer most any question about the compensation policies and program .....	1	2	3	4	5	6	7
34. .... pushes to get things done when they are scheduled .....	1	2	3	4	5	6	7
35. .... discusses goals with the group to be sure they are clear .....	1	2	3	4	5	6	7
36. .... successfully gets the group to work as a team .....	1	2	3	4	5	6	7
37. .... sincerely wants individuals to feel free to say what they think .....	1	2	3	4	5	6	7
38. .... is genuinely interested in each individual's personal achievement .....	1	2	3	4	5	6	7
39. .... tries to develop a sense of loyalty among the work group .....	1	2	3	4	5	6	7
40. .... makes group members nervous by watching them .....	1	2	3	4	5	6	7
41. .... is well organized and a good planner .....	1	2	3	4	5	6	7
42. .... encourages people to express their opinions and participate in decisions .....	1	2	3	4	5	6	7
43. .... sets goals which are a challenge to the group .....	1	2	3	4	5	6	7
44. .... allows individuals to direct their own activities .....	1	2	3	4	5	6	7
45. .... gives credit and praise for good work .....	1	2	3	4	5	6	7
46. .... is thoroughly familiar with our services, operations, products, etc. ....	1	2	3	4	5	6	7
47. .... can be trusted to do what he/she says will be done .....	1	2	3	4	5	6	7
48. .... coaches group members to help them improve performance on the job .....	1	2	3	4	5	6	7
49. .... plans the groups activities well .....	1	2	3	4	5	6	7
50. .... gives individuals frequent and honest criticism of their work .....	1	2	3	4	5	6	7

**Remember:** Blacken in the circle for each statement "1" to "7" on how truly it describes the person you are rating.

To guide you:

"1" means the statement is true to an extremely small extent, never, or not at all.

"4" means it is true to an average extent, or about normal in degree or frequency.

"7" means it is true to an extremely high degree, always, or without fail.

Of course, you may use the other numbers:

"3", and "2" represent varying degrees between average and extremely low.

"5", and "6" represent varying degrees between average and extremely high.

This manager (supervisor, etc.):

51. . . . . gets upset when goals are not met. . . . .	1	2	3	4	5	6	7
52. . . . . encourages people to speak up if they think they have a good idea. . . . .	1	2	3	4	5	6	7
53. . . . . wants group members to have a feeling of personal success in their work . . . . .	1	2	3	4	5	6	7
54. . . . . supervises the work very closely . . . . .	1	2	3	4	5	6	7
55. . . . . lets people plan their work the way they think best. . . . .	1	2	3	4	5	6	7
56. . . . . stresses the need to get things done when they are promised. . . . .	1	2	3	4	5	6	7
57. . . . . honestly represents the group's interests to upper management . . . . .	1	2	3	4	5	6	7
58. . . . . tries to provide each person a sense of personal accomplishment . . . . .	1	2	3	4	5	6	7
59. . . . . is a friendly approachable person . . . . .	1	2	3	4	5	6	7
60. . . . . clearly communicates the importance of the group's goals. . . . .	1	2	3	4	5	6	7
61. . . . . willingly counsels individuals to give them a sense of personal worth and importance . . . . .	1	2	3	4	5	6	7
62. . . . . develops cooperation between members of the work group. . . . .	1	2	3	4	5	6	7
63. . . . . makes sure people have the resources and training to do their work. . . . .	1	2	3	4	5	6	7
64. . . . . is open and above board in dealing with each person . . . . .	1	2	3	4	5	6	7
65. . . . . frankly lets people know how well they are doing their jobs. . . . .	1	2	3	4	5	6	7
66. . . . . asks people to participate in deciding how to handle new problems . . . . .	1	2	3	4	5	6	7
67. . . . . keeps track of the details on each job assignment. . . . .	1	2	3	4	5	6	7
68. . . . . is knowledgeable about organization policies and plans in general . . . . .	1	2	3	4	5	6	7
69. . . . . sets goals which help the group make worthwhile contributions . . . . .	1	2	3	4	5	6	7
70. . . . . compliments people when they do something well. . . . .	1	2	3	4	5	6	7
71. . . . . trusts group members to take responsibilities into their own hands. . . . .	1	2	3	4	5	6	7
72. . . . . wants people in the group to get along well with each other . . . . .	1	2	3	4	5	6	7
73. . . . . wants group members to improve themselves so they can advance. . . . .	1	2	3	4	5	6	7
74. . . . . tells each person not only what to do but how to do it . . . . .	1	2	3	4	5	6	7
75. . . . . discusses goals with the group . . . . .	1	2	3	4	5	6	7
76. . . . . thinks it is important to meet due dates . . . . .	1	2	3	4	5	6	7
77. . . . . seems to feel it necessary to apply pressure to get results. . . . .	1	2	3	4	5	6	7
78. . . . . easily deals with political, social, and market problems in the environment. . . . .	1	2	3	4	5	6	7
79. . . . . honestly reports to the group the thinking and reactions of upper management . . . . .	1	2	3	4	5	6	7
80. . . . . expresses appreciation for good performance. . . . .	1	2	3	4	5	6	7
81. . . . . lets people know how he/she evaluates their work . . . . .	1	2	3	4	5	6	7
82. . . . . sets meaningful goals for the work group . . . . .	1	2	3	4	5	6	7
83. . . . . pays attention to planning the work in advance . . . . .	1	2	3	4	5	6	7
84. . . . . asks the group's recommendations on matters that affect their jobs and their work . . . . .	1	2	3	4	5	6	7
85. . . . . is highly competent in the technical and functional aspects of the work . . . . .	1	2	3	4	5	6	7
86. . . . . makes sure group members are adequately trained for their work . . . . .	1	2	3	4	5	6	7
87. . . . . gives individuals recognition when they do good work. . . . .	1	2	3	4	5	6	7
88. . . . . is easy to talk to about work problems . . . . .	1	2	3	4	5	6	7
89. . . . . insists that reports are in and the work is finished when it is due . . . . .	1	2	3	4	5	6	7
90. . . . . tries to make sure each person gets a fair chance to learn and advance. . . . .	1	2	3	4	5	6	7
91. . . . . honestly says what he/she thinks about the group's performance . . . . .	1	2	3	4	5	6	7
92. . . . . is systematic about planning and organizing the work . . . . .	1	2	3	4	5	6	7
93. . . . . closely directs individuals in the performance of each task. . . . .	1	2	3	4	5	6	7
94. . . . . complains vigorously if goals are not met. . . . .	1	2	3	4	5	6	7
95. . . . . lets group members alter procedures to their liking . . . . .	1	2	3	4	5	6	7
96. . . . . makes it easy for people to say what is on their minds . . . . .	1	2	3	4	5	6	7
97. . . . . rewards individuals when they deserve to be rewarded . . . . .	1	2	3	4	5	6	7
98. . . . . looks for ways to help people do a better job . . . . .	1	2	3	4	5	6	7
99. . . . . is well regarded as an expert manager . . . . .	1	2	3	4	5	6	7
100. . . . . gives individuals frank comments about the way they do their jobs. . . . .	1	2	3	4	5	6	7

## Appendix K

### Task Behaviors and Interpersonal Relations Index

(High scores in each category generally indicate high performance, except as indicated below.)

- CLR = Clarification of Goals and Objectives:  
The starting point; involves discussion of goals to be sure they are understood, setting meaningful goals for worthwhile contributions.
- UPW = Encouragement of Upward Communication and Participation:  
The extent a manager encourages subordinates to contribute ideas and suggestions and puts those suggestions to work.
- PLN = Orderly Work Planning:  
Measures how well organized a manager is, orderly in making the work flow, etc.
- XPT = Expertise:  
A general measure of technical-functional skills; ability to answer questions about the organization, operations, products, services.
- FAC = Work Facilitation:  
The extent of coaching, training, and general support in getting work done.
- FED = Feedback:  
How well a manager gives subordinates honest and constructive criticism of performance.
- TIM = Time Emphasis:  
How well a manager keeps things moving on schedule, stresses the importance of deadlines, etc.
- DET = Control of Details:  
At the upper end, unless accompanied by strong interpersonal relations, one can be an overbearing nitpicker. Extreme low scores imply a lack of involvement.
- PRS = Goal Pressure:  
High levels, unless accompanied by strong interpersonal scores, can imply abrasive pressure. Very low scores can denote lack of push for goal achievement.
- DEL = Delegation (Permissiveness):  
The questions pertain to letting people work at their own speed, set their own goals, etc. If other scores are solid, a high score here can mean good delegation. If other scores are low, it pictures a permissive manager.
- REC = Recognizing and Reinforcing Performance:  
This reflects the pat on the back, the expression of appreciation, compliments, etc. for work well done.

#### Interpersonal Relations

- APP = Approachability:  
Denotes a friendly, easy-to-talk-to manager; one who listens even though he/she does not agree.
- TEM = Teambuilding:  
The extent to which a manager gets the work group members to cooperate, to exchange ideas.
- GRO = Interest in Subordinate's Growth:  
How well a manager helps subordinates learn and progress in their jobs, advance in their careers, and generally reach high levels of achievement.
- TRS = Building Trust:  
The extent to which a manager keeps promises, remains credible and represents his/her employees well to upper management. (C. Wilson, 1981)

Appendix L  
Your Management Survey Feedback

4-2

MANAGERIAL TASK CYCLE PHASES  
 I. Making goals clear and important  
 II. Planning and program setting  
 III. Facilitating work  
 IV. Outlining and providing feedback  
 V. Exercising control  
 VI. Reinforcing performance

## YOUR MANAGEMENT SURVEY FEEDBACK

From the Clark Wilson Survey of Management Practices (JE)

Name _____		Date _____		CODE _____																				
		INTERPERSONAL RELATIONS						GROUP MOTIVATION AND MORALE																
I	II	III	IV	V	VI																			
95%													95%											
90%													90%											
80%													80%											
70%													70%											
60%													60%											
50%													50%											
40%													40%											
30%													30%											
20%													20%											
10%													10%											
5%													5%											
COLUMNS		A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W
		Clarification of Goals and Objectives	Upward Communications and Participation	Orderly Work Planning	Expertise	Work Facilitation	Feedback	Time Emphasis	Control of Details	Goal Pressure	Delegation (Permissiveness)	Recognizing and Reinforcing Performance	Approachability	Teambuilding	Interest in Subordinate Growth	Building Trust	Work Involvement	Co-Worker Competence	Team Atmosphere	Opportunity for Growth	Tension Level	Company Climate	General Morale	Commitment

### SURVEY OF MANAGEMENT PRACTICES

**A**—Clarification of goals and objectives. The starting point; involves discussion of goals to be sure they are understood, setting meaningful goals for worthwhile contributions

**B**—Encouragement of upward communications and participation. The extent a manager encourages subordinates to contribute ideas and suggestions and puts those suggestions to work

**C**—Orderly work planning. Measures how well organized a manager is, orderly in making the work flow, etc.

**D**—Expertise. A general measure of technical-functional skills; ability to answer questions about the company, operations, products, services

**E**—Work facilitation. The extent of coaching, training, and general support in getting the work done

**F**—Feedback. How well a manager gives subordinates honest and constructive criticism of performance

**G**—Time emphasis. How well a manager keeps things moving on schedule, stresses the importance of dead-lines, etc.

**H**—Control of details. At the upper end *unless* accompanied by strong interpersonal relations, one can be an overbearing nitpicker. Extreme low scores imply a lack of involvement

**I**—Goal pressure. High levels, *unless accompanied by strong interpersonal scores*, can imply abrasive pressure. Very low scores can denote lack of push for goal achievement

**J**—Delegation (Permissiveness). The questions pertain to letting people work at their own speed, set their own goals, etc. If other scores are solid, a high score here can mean good delegation. If these scores are low, it pictures a permissive manager

**K**—Recognizing and reinforcing performance. This reflects the pat on the back, the expression of appreciation, compliments, etc. for work well done

### INTERPERSONAL RELATIONS

**L**—Approachability. Denotes a friendly, easy-to-talk to manager; one who listens even though he/she does not agree

**M**—Teambuilding. The extent to which a manager gets the work group members to cooperate, to exchange ideas, etc.

**N**—Interest in subordinate growth. How well a manager helps subordinates learn and progress in their jobs, advance in their careers, and generally reach high levels of achievement

**O**—Building Trust. The extent to which a manager keeps promises, remains credible and represents his/her employees well to upper management

### SURVEY OF GROUP MOTIVATION AND MORALE

**P**—Work Involvement. Extent to which the work itself is interesting, stimulating, even exciting

**Q**—Co-worker competence. How one sees other members of the work group—capable, knowledgeable, well-trained, etc.

**R**—Team atmosphere. The degree to which work group members are cooperative, friendly, communicative, etc.

**S**—Opportunity for growth. The way the group members see their chances to learn and advance in the organization and their careers

**T**—Tension level. The degree of strain in the relations between management and the group members, feelings of uneasiness in the relationship, etc.

**U**—Organization climate. The perspective on the general policies, benefits, and consideration of the organization

**V**—General morale. Focuses on feelings of security, general job satisfaction, general morale

**W**—Commitment. High scores imply group members are dedicated, motivated, anxious to do a good job

# Appendix M

## Human Subjects Approval Form

OREGON STATE UNIVERSITY

Committee for the Protection of Human Subjects

### Chairman's Summary of Review

Title: A comparison between the management practices of the academic department chairpersons and private industry management

Program Director: Tom Griqsb; F. Michael Kauffman, student

**Recommendation:**

☒ **Approval \***

☐ **Provisional Approval**

☐ **Disapproval**

☐ **No action**

\* The informed consent forms obtained from each subject need to be retained for the long term. Archives Division of the OSU Department of Budgets and Personnel Service is willing to receive and archive these on microfilm. At present at least, this can be done without charge to the research project. Please have the forms retained in archives as well as in your files.

**Remarks:**

**Date:** Apr. 20, 1987

**Signature** James T Miller

If the recommendation of the committee is for provisional approval or disapproval, the program director should resubmit the application with the necessary corrections within one month.

## Appendix N

## Invitation to Participate in Research

325 Bexell,  
Oregon State University  
June 9, 1987

Dr. XXXXXXXXXXXXXXXXXXXX  
Assistant Professor, XXXXXXXXXXXXXXXXXXXX

Dear Professor XXXXXXXX:

By way of a fast introduction, I am Mike Kauffman, I have been teaching at Linn-Benton Community College for the past ten years, and for the past two years I have been teaching part time for the School of Business and the School of Education. I am in the research collection phase of my dissertation, and I am asking for your help. Yes, I realize that the term is winding down, and that this is a busy time. In fact, I don't know when there ever is a 'best' time to ask for help. Thus, I am requesting your help for a period of not more than 30 minutes. From your memories of when you were in the same position, I doubt that I need to focus very long on the importance of each individual's contribution, and I request yours. Perhaps you would help while you are monitoring a test, or having a final meetin before breaking for the summer.

The research focus is an analysis of management styles. I am comparing and contrasting the management styles found in private industry with those found in the academic world. I am using an instrument which has been used more than 300,000 times in private industry, but has never been used in an academic setting.

This research is an attempt to validate the instrument, in order to do so, I am asking you to make an evaluation of your Department Chairperson. The same instrument also is being completed by your Department Chair (randomly selected), by your Dean, and by other Faculty in your department(Also selected by random).

Oregon State University's Human Subjects Research Committee has approved the concept of this research. All the Deans in the Colleges at Oregon State University haven given the go ahead to conduct this research in their Colleges, but only on a voluntary basis. Your Department Chair also has volunteered.

What am I asking you to do?

Please fill in the enclosed questionnaire. There are no essay type questions, and no interviews. All answers are made on a seven point Likert type scale.

There are 100 questions.

What advantages are there for you?



There are no immediate advantages. Should the questionnaire prove to be valid in an academic environment, it would provide a useful tool for management evaluation and a planned self-development program.

What are the risks for you?

There are no risks. I guarantee the confidentiality of your responses. I am using no assistants, so the information and your identity remain with me alone. I share no information with your Department Chair, with your Dean, or with other Faculty.

Should you wish to receive a personal briefing on this research, I will be glad to meet with you. My home phone number is 926-2539, and my best work number is 967-6505. You may leave a message at either phone.

I have, with optimism, enclosed a return envelope, with my OSU address. Since I am a suppliant, and can offer no incentives except the opportunity for you to assist a research project, I ask, as a help to me, that you spend 30 minutes filling out the questionnaire, and returning it to me. I request that you do this as you wind up things for the Spring term.

Thank you,

F. Mike Kauffman

## Appendix O

## Survey Instrument Instruction Letter

Dear Professor:

Again, many thanks for your help.

Enclosed in this package are the following materials:

- A. The multi-level questionnaire.  
(With addendum.)
  - 1. Please fill in the first 100 questions.
  - 2. This is a self-evaluation.
  - 3. Please use a #2 pencil.
- B. An informed consent and confidentiality agreement. (Original and one copy.)
- C. A return envelope.

Please use the envelope for returning the questionnaire and a copy of the agreement in the campus mail. Should you not wish to use the campus mail, then please leave it with a member of your secretarial staff, and I will drop by in a week to pick up the data in person.

In those colleges with six or fewer Chairpersons I will be returning to ask an additional favor; that of completing the same questionnaire as a peer evaluation. This, too, would only be a voluntary endeavor, but I anticipate that I will have to again return to the well. Your consideration, cooperation, patience and humor will dictate whether I am returning once too often.

Sincerely,

Mike Kauffman

## Appendix P

## Survey Instrument, Follow-Up Letter

June 19, 1987

Dear Professor:

With the rush to finish the term, I am sure that the questionnaire (Management Practices of Your Department Chairperson) which I sent to you either arrived after you had left for a break, vacation, etc., or got lost in the press to meet final term deadlines.

I still need every bit of input possible. If, by chance, you misplaced the questionnaire, please let me know.

Since I am moving out of state, I have enclosed a stamped, self-addressed envelope for your convenience.

Please respond and send me the completed questionnaire. It will be appreciated.

Sincerely,

F. Michael Kauffman

## Appendix Q

## Survey Instrument, Second Follow-Up Letter

Santa Barbara, CA  
Aug 20, 1987

Dr. XXXXXXXXXXXX  
Department Chair, XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX  
Oregon State University,  
Corvallis, OR 97331

Dear Dr. XXXXX:

I am writing to enlist your help. Last June I left a Management Style Questionnaire with you, asking for your self-evaluation.

I am in a real data collection crunch now, and am trying to wrap up the data part of my dissertation this summer, with the hope of defending toward the end of Fall term.

Perhaps in the clearing out of the Spring term rush my questionnaire got put aside, or lost. I know that it is high up only on my priority list of things to do, and that you have had the budget to contend with, among other things. Just in case that happened, I am sending along another one. I would very much appreciate it if you would fill it out for me.

Thank you,

F. Mike Kauffman

Appendix R  
Informed Consent Agreement

Researcher: Francis M. Kauffman

Participant: \_\_\_\_\_

Subject: Administrative Managerial Style Perceptions

Date: \_\_\_\_\_

1. This study of administrative managerial style perceptions involves the utilization of a multi-level instrument, to be filled out by the primary subjects (Department Chairpersons) and their randomly selected peers, their department faculty, and by their Deans.
2. The purpose of the study is to validate, if possible, an instrument which may correlate the perceptions of administrative managerial style as perceived by Department Chairpersons themselves, and those perceptions of their administrative style by their Dean, their peers, and their department faculty, with a similiar study of administrative managerial styles done in other than an educational environment.
3. The procedure involved is for each participant to complete a particular questionnaire which has been used to determine administrative management styles in non-academic environments.
4. Confidentiality will be preserved by the participants returning the completed questionnaire directly to the researcher, with no intermediary becoming involved. No identification marks will be made upon the questionnaire except for a numbering system, known only to the researcher, and used for collection purposes. Individuals participating will not be identified either by name, college, or position. Data will be presented in general categories. NO SPECIFIC DATA WILL BE RETURNED IN ANY FORM TO ANY PARTICIPANT, NOR WILL IT BE SHARED WITH ANY OTHER PERSON/ORGANIZATION.
5. There will be no direct benefit to the individuals participating in the research, neither will there be a risk.
6. Participation is voluntary. The researcher has no involvement with any decision-making process concerning

the participant's employment benefits entitlements.

7. Any questions concerning the participation in the research should be directed to the researcher at (805) 687-4151 (Home).

I guarantee the confidentiality of all your responses.

---

F. M. Kauffman

Appendix S  
Graphed Raw and Centile Data



MANAGERIAL TASK CYCLE PHASES  
 I Making goals clear and important  
 II Planning and problem solving  
 III Facilitating work  
 IV Obtaining and providing feedback  
 V Exercising control  
 VI Reinforcing performance

## YOUR MANAGEMENT SURVEY FEEDBACK

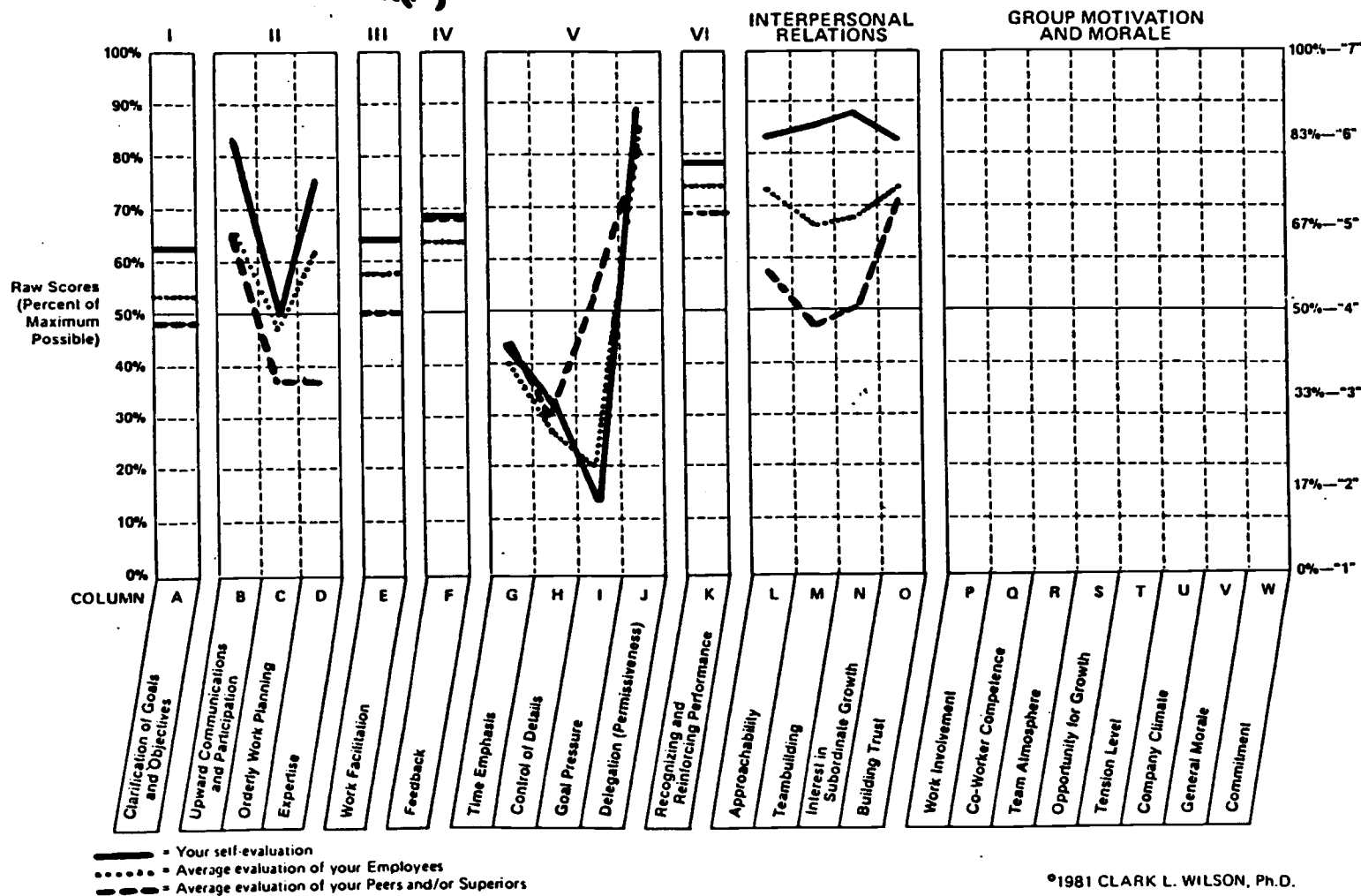
From the Clark Wilson Survey of Management Practices (JE)

## RAW SCORE PLOT

Name **1(A)**

Date \_\_\_\_\_

CODE \_\_\_\_\_



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# MANAGERIAL TASK CYCLE PHASES

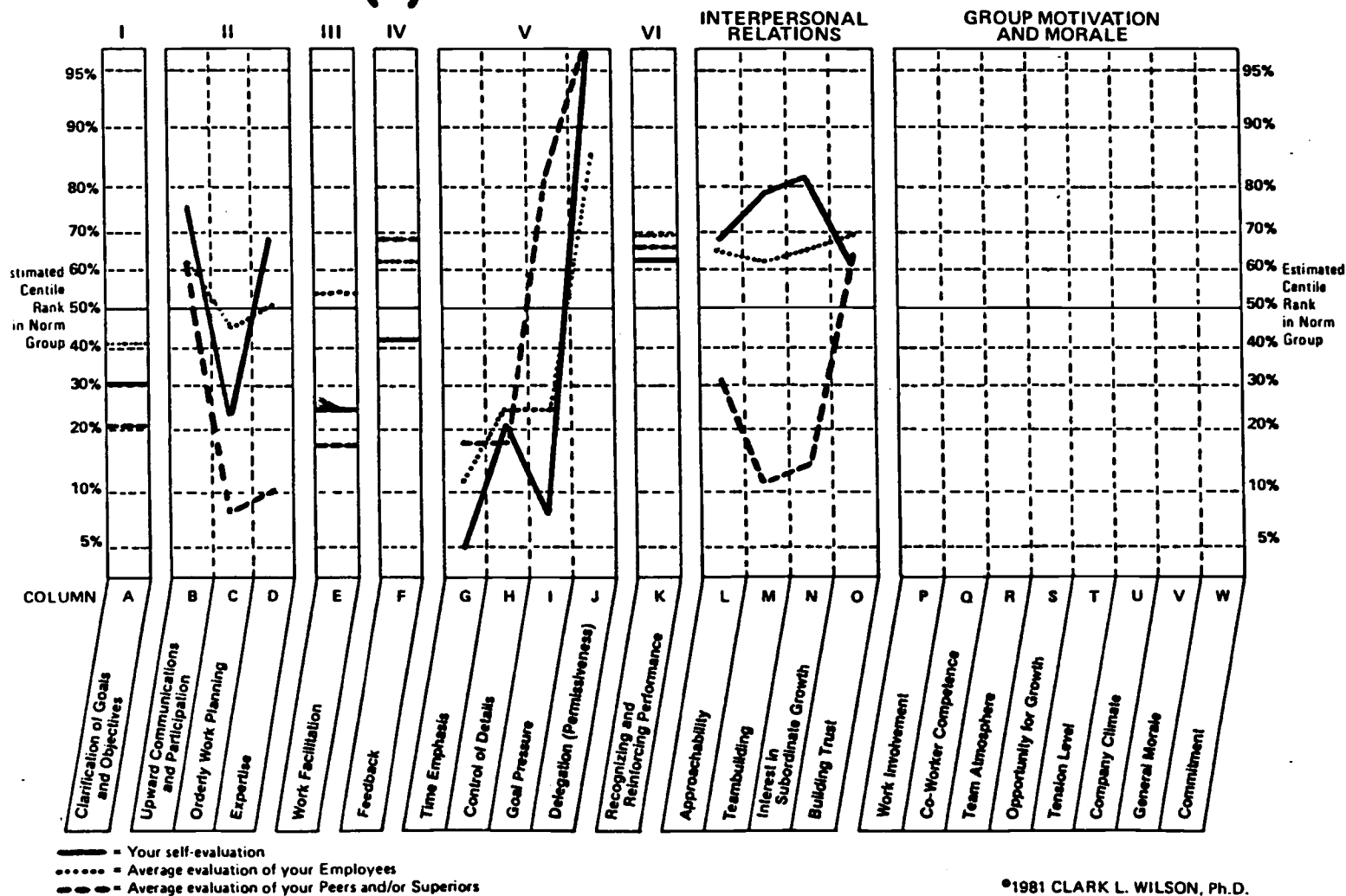
- Making goals clear and important
- I Planning and problem solving
- II Facilitating work
- IV Obtaining and providing feedback
- ✓ Exercising control
- VI Reinforcing performance

## YOUR MANAGEMENT SURVEY FEEDBACK

From the Clark Wilson Survey of Management Practices (JE)

Name **1(A)**

Date \_\_\_\_\_ CODE \_\_\_\_\_



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SMP-JE (General Moras)  
 REPORT FOR: 1a

**Rating by MANAGER SELF**

		CLR	UPW	PLN	XPT	FAC	FED	TIM	DET	PRS	DEL	REC	APP	TEM	GRO	TRS
		64	83	50	76	64	69	44	33	14	89	79	83	86	88	83
Norm	Mn	70	75	61	69	72	71	71	46	36	62	75	77	77	77	79
Norm	Sd	13	12	16	13	12	12	16	16	16	12	14	13	12	12	12
Centile		31	76	24	69	24	42	5	21	8	98	62	69	79	81	62

**Rating by SUPERIOR**

		CLR	UPW	PLN	XPT	FAC	FED	TIM	DET	PRS	DEL	REC	APP	TEM	GRO	TRS
		48	65	38	38	50	69	44	30	53	81	69	57	47	50	71
Norm	Mn	60	61	58	62	63	61	58	45	36	57	64	66	67	65	67
Norm	Sd	15	12	14	18	14	16	15	16	19	12	14	19	17	14	15
Centile		21	62	8	10	18	69	18	18	81	98	66	31	12	14	62

**Rating by EMPLOYEES**

		CLR	UPW	PLN	XPT	FAC	FED	TIM	DET	PRS	DEL	REC	APP	TEM	GRO	TRS
		79	81	79	83	81	73	69	33	17	94	86	90	81	83	83
		50	69	31	55	57	77	33	37	19	72	76	83	72	71	67
		74	79	69	76	81	94	58	43	25	72	95	80	58	81	92
		7	29	7	28	11	13	0	0	17	100	38	40	56	35	48
Average		53	65	47	61	58	64	40	28	20	85	74	73	67	68	73
St. Dev.		28	21	29	21	29	31	27	17	3	13	22	20	10	19	17
Norm	Mn	58	59	49	61	57	56	63	40	33	67	61	64	62	60	62
Norm	Sd	20	20	20	23	20	23	19	18	18	16	24	25	20	22	23
Centile		42	62	46	50	54	62	12	24	24	86	69	66	62	66	69

# MANAGERIAL TASK CYCLE PHASES

- I Making goals clear and important
- II Planning and problem solving
- III Facilitating work
- IV Obtaining and providing feedback
- V Exercising control
- VI Reinforcing performance

## YOUR MANAGEMENT SURVEY FEEDBACK

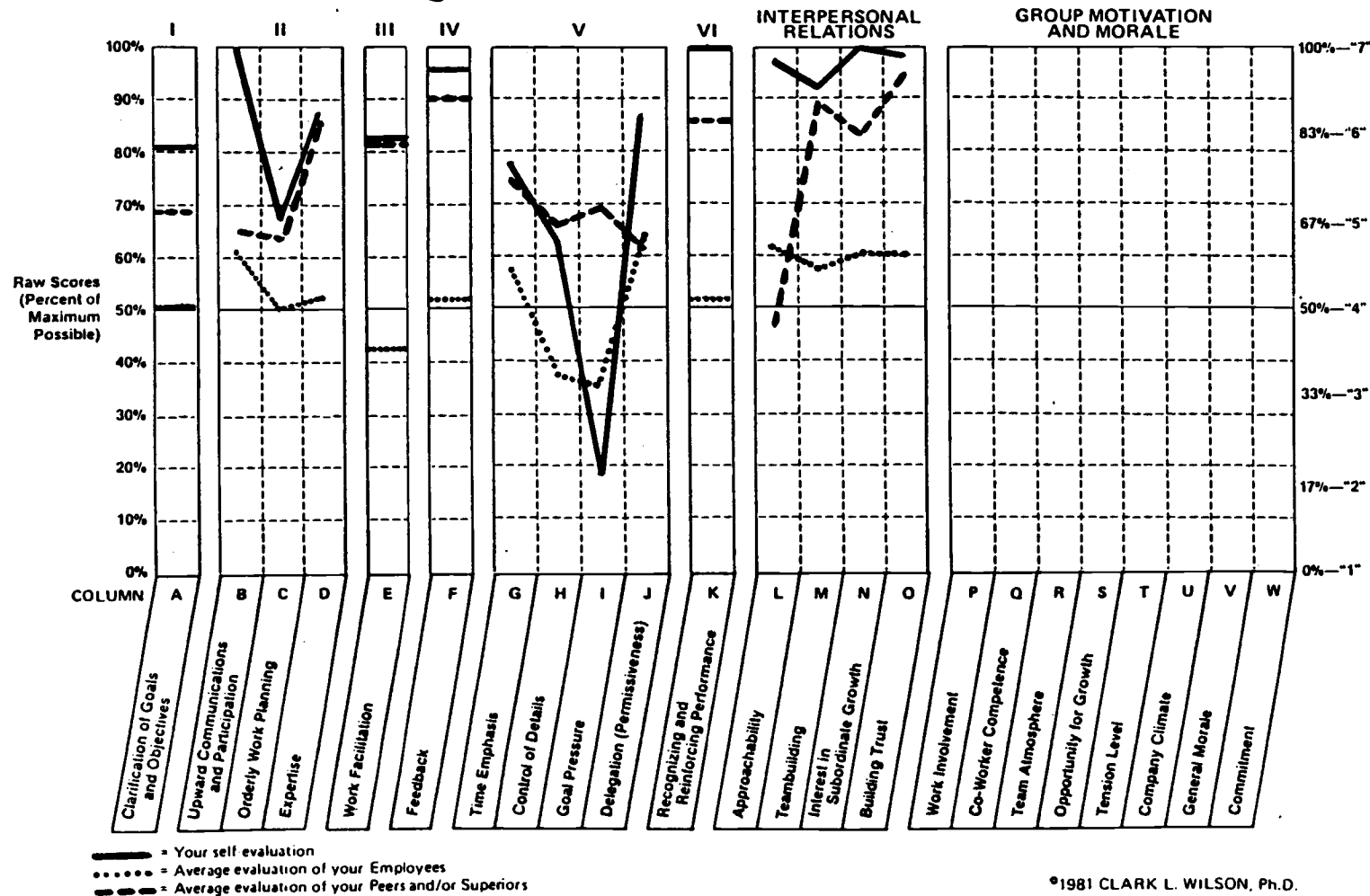
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## RAW SCORE PLOT

Name **2(B)**

Date \_\_\_\_\_

CODE \_\_\_\_\_



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# MANAGERIAL TASK CYCLE PHASES

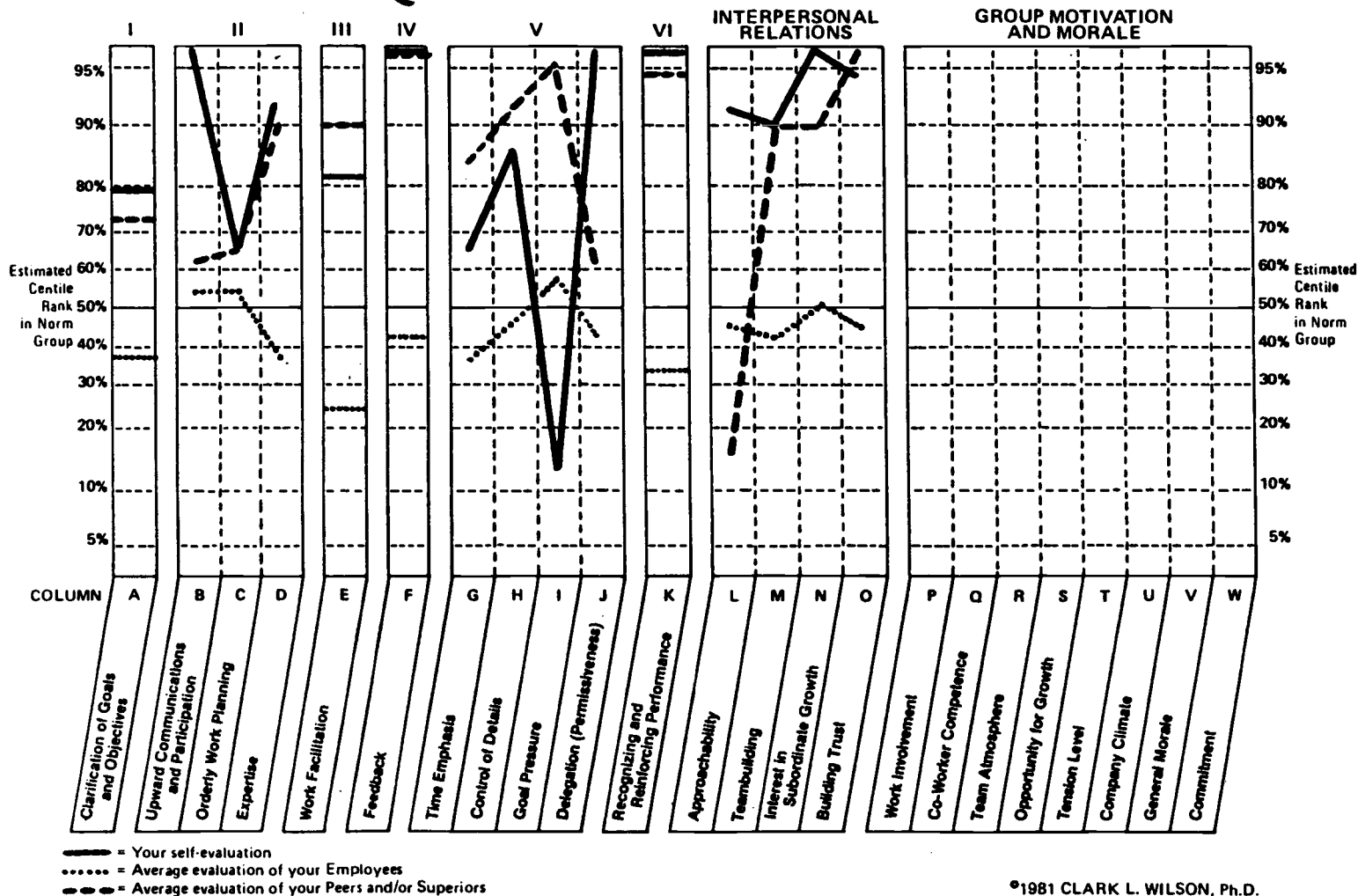
- I Making goals clear and important
- II Planning and problem solving
- III Facilitating work
- IV Obtaining and providing feedback
- V Exercising control
- VI Reinforcing performance

## YOUR MANAGEMENT SURVEY FEEDBACK

From the Clark Wilson Survey of Management Practices (JE)

Name **2(B)**

Date \_\_\_\_\_ CODE \_\_\_\_\_



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**SNP-JE (General Norms)**  
**REPORT FOR: 2b**

**Rating by MANAGER SELF**

		CLR	UPW	PLN	XPT	FAC	FED	TIM	DET	PRS	DEL	REC	APP	TEM	GRO	TRS
		81	100	67	88	83	96	78	63	19	86	100	97	92	100	98
Norm	Mn	70	75	61	69	72	71	71	46	36	62	75	77	77	77	79
Norm	Sd	13	12	16	13	12	12	16	16	16	12	14	13	12	12	12
Centile		79	98	66	93	81	98	66	86	14	98	98	93	90	98	94

**Rating by SUPERIOR**

		CLR	UPW	PLN	XPT	FAC	FED	TIM	DET	PRS	DEL	REC	APP	TEM	GRO	TRS
		69	65	64	86	81	90	75	67	69	61	86	47	89	83	94
Norm	Mn	60	61	58	62	63	61	58	45	36	57	64	66	67	65	67
Norm	Sd	15	12	14	18	14	16	15	16	19	12	14	19	17	14	15
Centile		73	62	66	90	90	98	86	92	95	62	94	16	90	90	98

**Rating by EMPLOYEES**

		CLR	UPW	PLN	XPT	FAC	FED	TIM	DET	PRS	DEL	REC	APP	TEM	GRO	TRS
		40	56	52	71	39	29	61	40	31	81	45	60	47	50	65
		31	42	26	24	17	40	44	20	56	44	26	30	42	46	35
		83	85	71	67	72	88	69	53	25	64	86	97	86	85	81
Average		51	61	50	54	43	52	58	38	37	63	52	62	58	60	60
St. Dev.		23	18	18	21	23	26	10	14	13	15	25	27	20	18	19
Norm	Mn	58	59	49	61	57	56	63	40	33	67	61	64	62	60	62
Norm	Sd	20	20	20	23	20	23	19	18	18	16	24	25	20	22	23
Centile		38	54	54	38	24	42	38	46	58	42	34	46	42	50	46

# MANAGERIAL TASK CYCLE PHASES

- I Making goals clear and important
- II Planning and problem solving
- III Facilitating work
- IV Obtaining and providing feedback
- V Exercising control
- VI Reinforcing performance

## YOUR MANAGEMENT SURVEY FEEDBACK

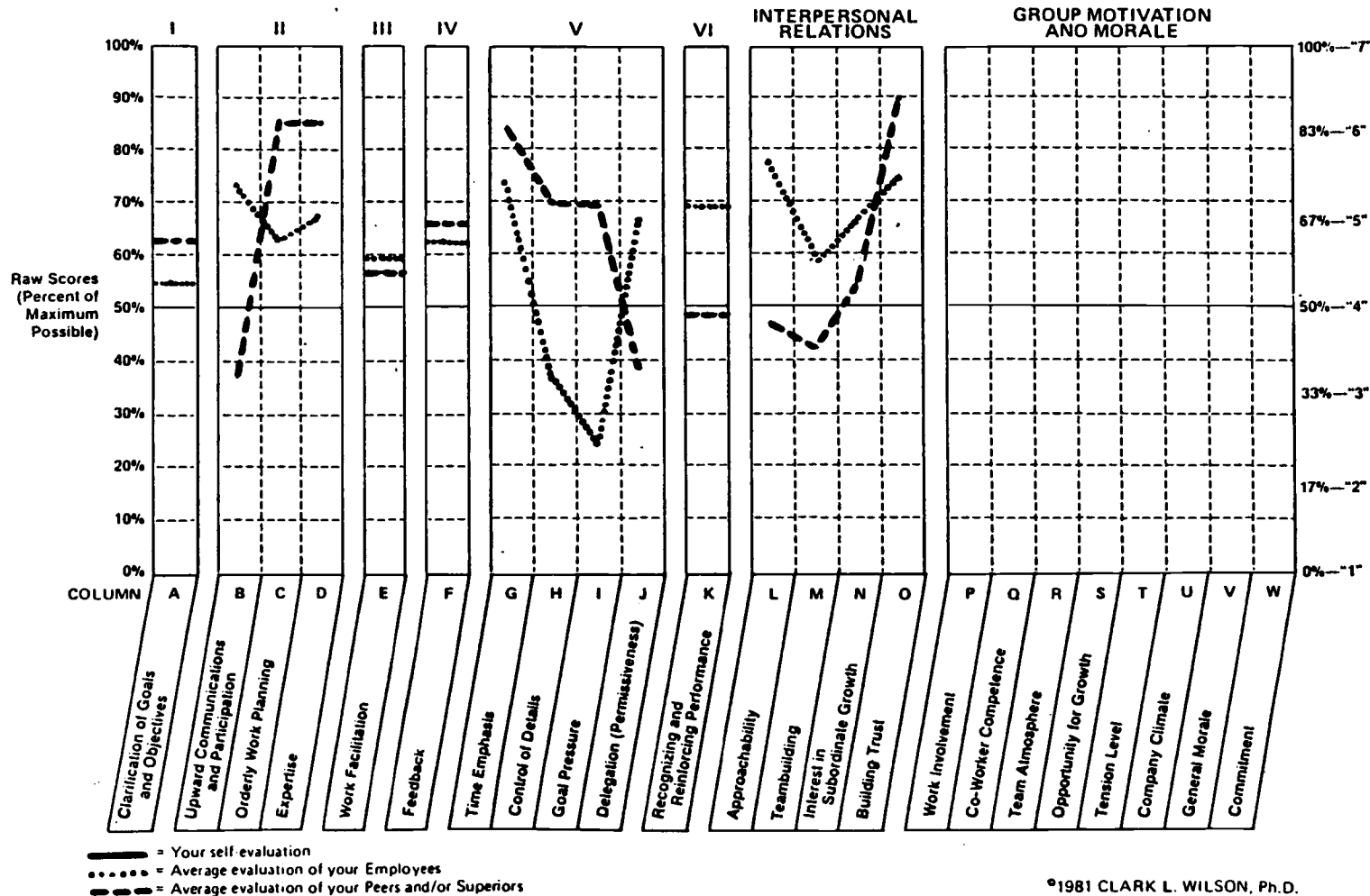
From the Clark Wilson Survey of Management Practices (JE)

## RAW SCORE PLOT

Name **3(C)**

Date \_\_\_\_\_

CODE \_\_\_\_\_



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**MANAGERIAL TASK CYCLE PHASES**

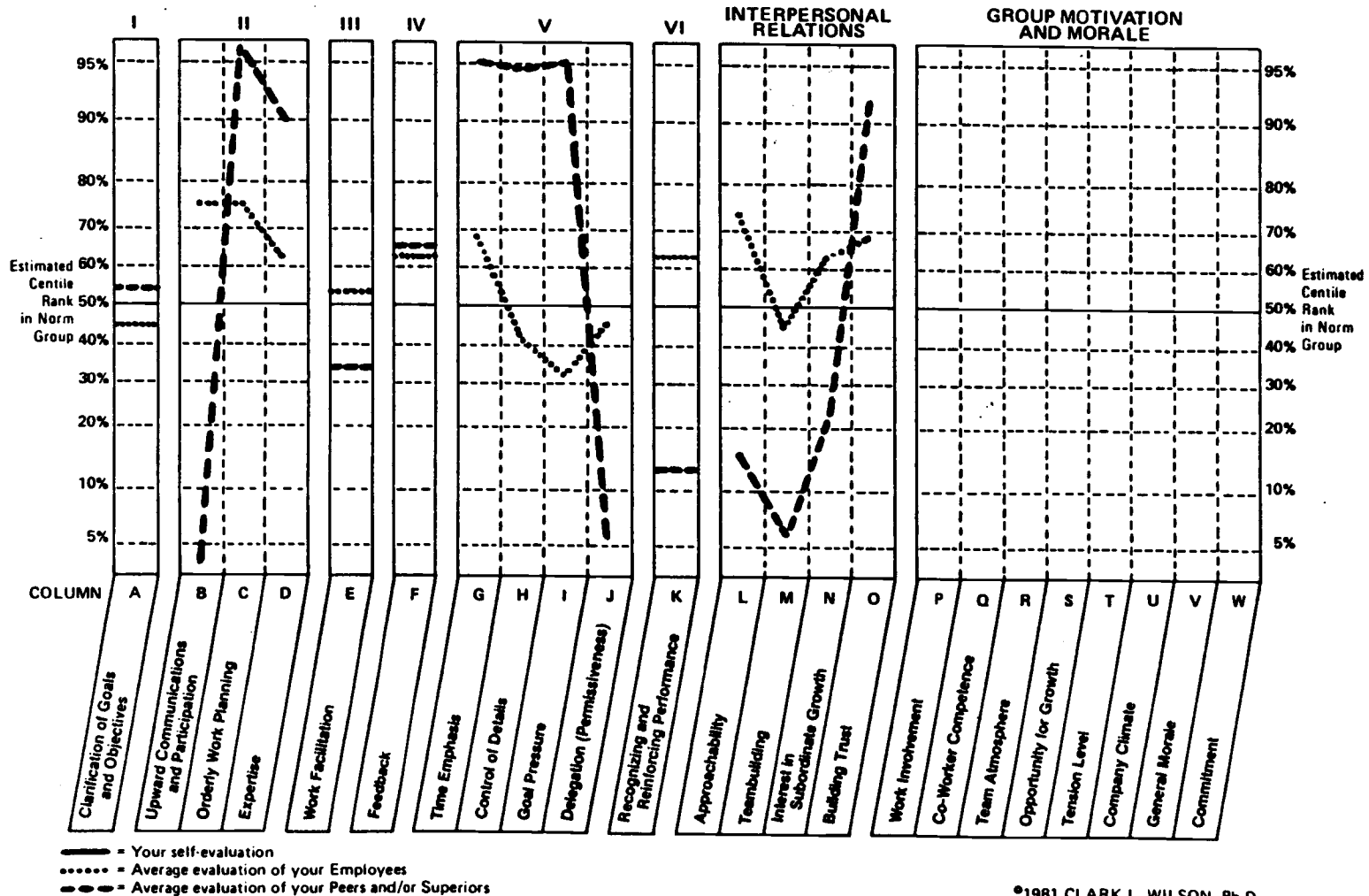
- I Making goals clear and important
- II Planning and problem solving
- III Facilitating work
- IV Obtaining and providing feedback
- V Exercising control
- VI Reinforcing performance

# YOUR MANAGEMENT SURVEY FEEDBACK

From the Clark Wilson Survey of Management Practices (JE)

Name **3(C)**

Date \_\_\_\_\_ CODE \_\_\_\_\_



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SMP-JE (General Norms)  
REPORT FOR: 3c

Rating by SUPERIOR

		CLR	UPW	PLN	XPT	FAC	FED	TIM	DET	PRS	DEL	REC	APP	TEM	GRD	TRS
		62	38	86	86	58	67	83	70	69	39	48	47	42	54	90
Norm	Mn	60	61	58	62	63	61	58	45	36	57	64	66	67	65	67
Norm	Sd	15	12	14	18	14	16	15	16	19	12	14	19	17	14	15
Centile		54	2	98	90	34	66	95	94	95	7	14	16	7	21	93

Rating by EMPLOYEES

		CLR	UPW	PLN	XPT	FAC	FED	TIM	DET	PRS	DEL	REC	APP	TEM	GRD	TRS
		29	63	24	45	36	29	64	33	53	50	55	47	53	63	48
		69	83	76	69	64	65	78	33	8	78	79	80	75	73	79
		56	79	74	74	67	65	75	27	27	78	71	93	56	71	85
		67	65	76	81	67	88	75	53	8	56	71	93	50	56	85
Average		55	73	63	67	59	62	73	37	24	66	69	78	59	66	74
St. Dev.		16	9	22	14	13	21	5	10	18	13	9	19	10	7	15
Norm	Mn	58	59	49	61	57	56	63	40	33	67	61	64	62	60	62
Norm	Sd	20	20	20	23	20	23	19	18	18	16	24	25	20	22	23
Centile		46	76	76	62	54	62	69	42	31	46	62	73	46	62	69

# MANAGERIAL TASK CYCLE PHASES

- I Making goals clear and important
- II Planning and problem solving
- III Facilitating work
- IV Obtaining and providing feedback
- V Exercising control
- VI Reinforcing performance

## YOUR MANAGEMENT SURVEY FEEDBACK

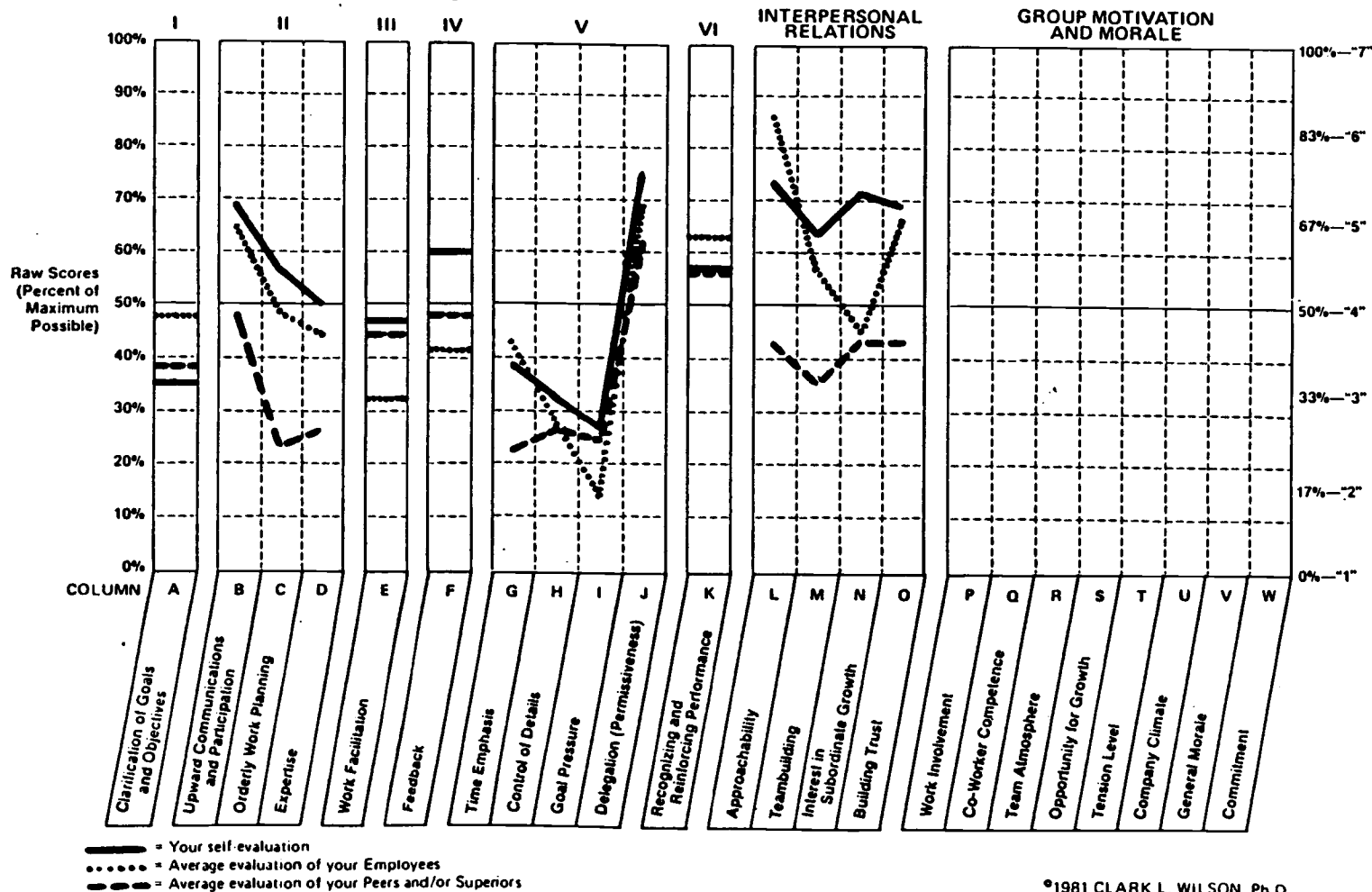
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## RAW SCORE PLOT

Name **4(D)**

Date \_\_\_\_\_

CODE \_\_\_\_\_



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# MANAGERIAL TASK CYCLE PHASES

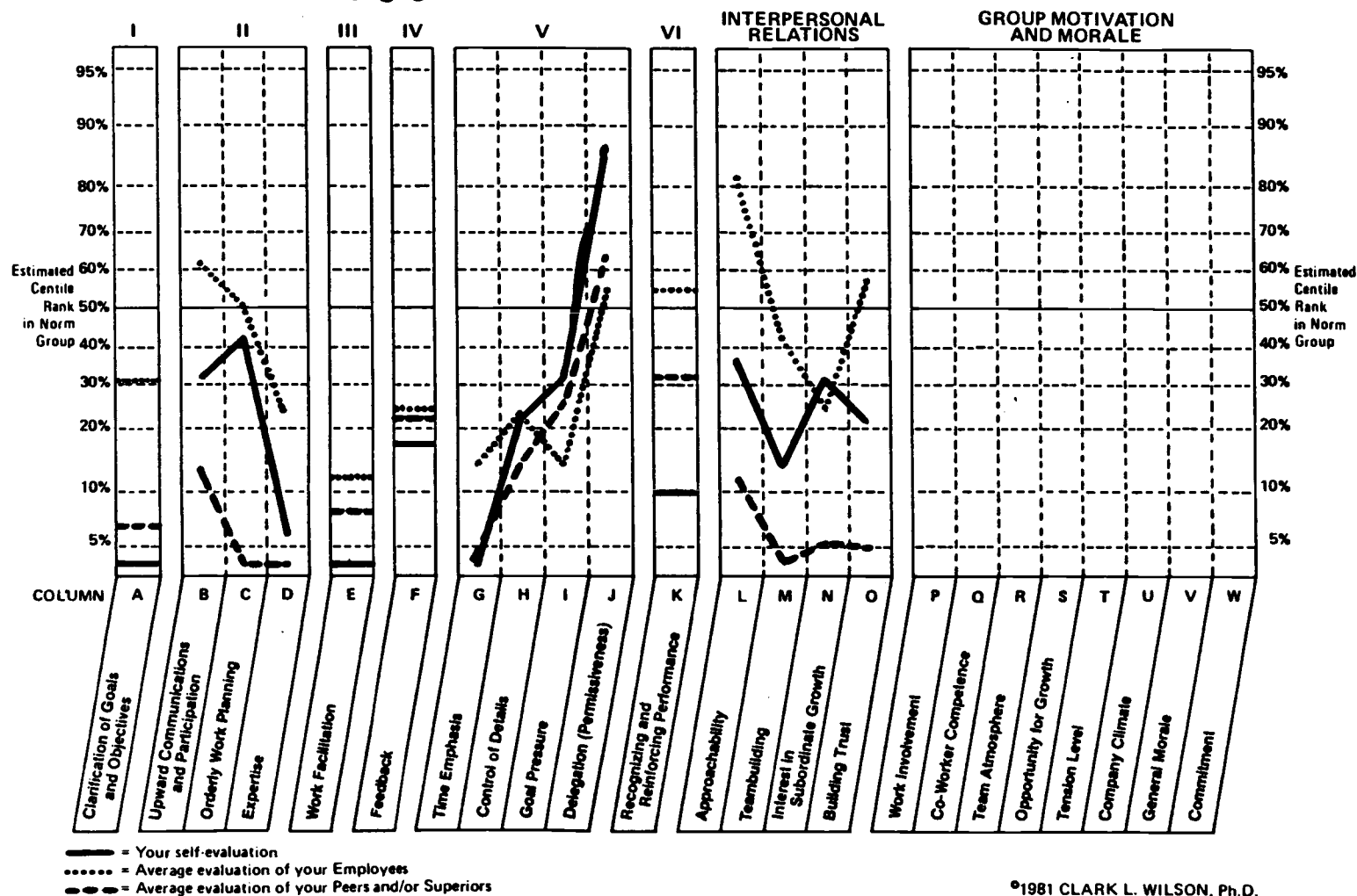
- I Making goals clear and important
- II Planning and problem solving
- III Facilitating work
- IV Obtaining and Providing feedback
- V Exercising control
- VI Reinforcing performance

## YOUR MANAGEMENT SURVEY FEEDBACK

From the Clark Wilson Survey of Management Practices (JE)

Name **4(A)**

Date \_\_\_\_\_ CODE \_\_\_\_\_



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SMP-JE (General Norms)  
 REPORT FOR: 4d

**Rating by MANAGER SELF**

		CLR	UPW	PLN	XPT	FAC	FED	TIM	DET	PRS	DEL	REC	APP	TEM	GRO	TRS
		36	69	57	50	47	60	39	33	28	75	57	73	64	71	69
Norm	Mn	70	75	61	69	72	71	71	46	36	62	75	77	77	77	79
Norm	Sd	13	12	16	13	12	12	16	16	16	12	14	13	12	12	12
Centile		2	31	42	7	2	18	2	21	31	86	10	38	14	31	21

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**Rating by SUPERIOR**

		CLR	UPW	PLN	XPT	FAC	FED	TIM	DET	PRS	DEL	REC	APP	TEM	GRO	TRS
		38	48	24	26	44	48	22	27	25	61	57	43	36	42	42
Norm	Mn	60	61	58	62	63	61	58	45	36	57	64	66	67	65	67
Norm	Sd	15	12	14	18	14	16	15	16	19	12	14	19	17	14	15
Centile		7	14	2	2	8	21	2	14	27	62	31	12	2	6	5

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**Rating by EMPLOYEES**

		CLR	UPW	PLN	XPT	FAC	FED	TIM	DET	PRS	DEL	REC	APP	TEM	GRO	TRS
		38	65	31	36	28	40	31	23	6	83	76	97	42	48	62
		56	81	48	62	53	63	50	25	19	75	71	87	81	71	88
		50	50	69	36	14	21	44	33	14	50	43	73	50	17	52
Average		48	65	49	45	32	41	42	27	13	69	63	86	58	45	67
St. Dev.		7	13	16	12	16	17	8	4	5	14	15	10	17	22	15
Norm	Mn	58	59	49	61	57	56	63	40	33	67	61	64	62	60	62
Norm	Sd	20	20	20	23	20	23	19	18	18	16	24	25	20	22	23
Centile		31	62	50	24	12	24	14	24	14	54	54	81	42	24	58

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# MANAGERIAL TASK CYCLE PHASES

- I Making goals clear and important
- II Planning and problem solving
- III Facilitating work
- IV Obtaining and providing feedback
- V Exercising control
- VI Reinforcing performance

## YOUR MANAGEMENT SURVEY FEEDBACK

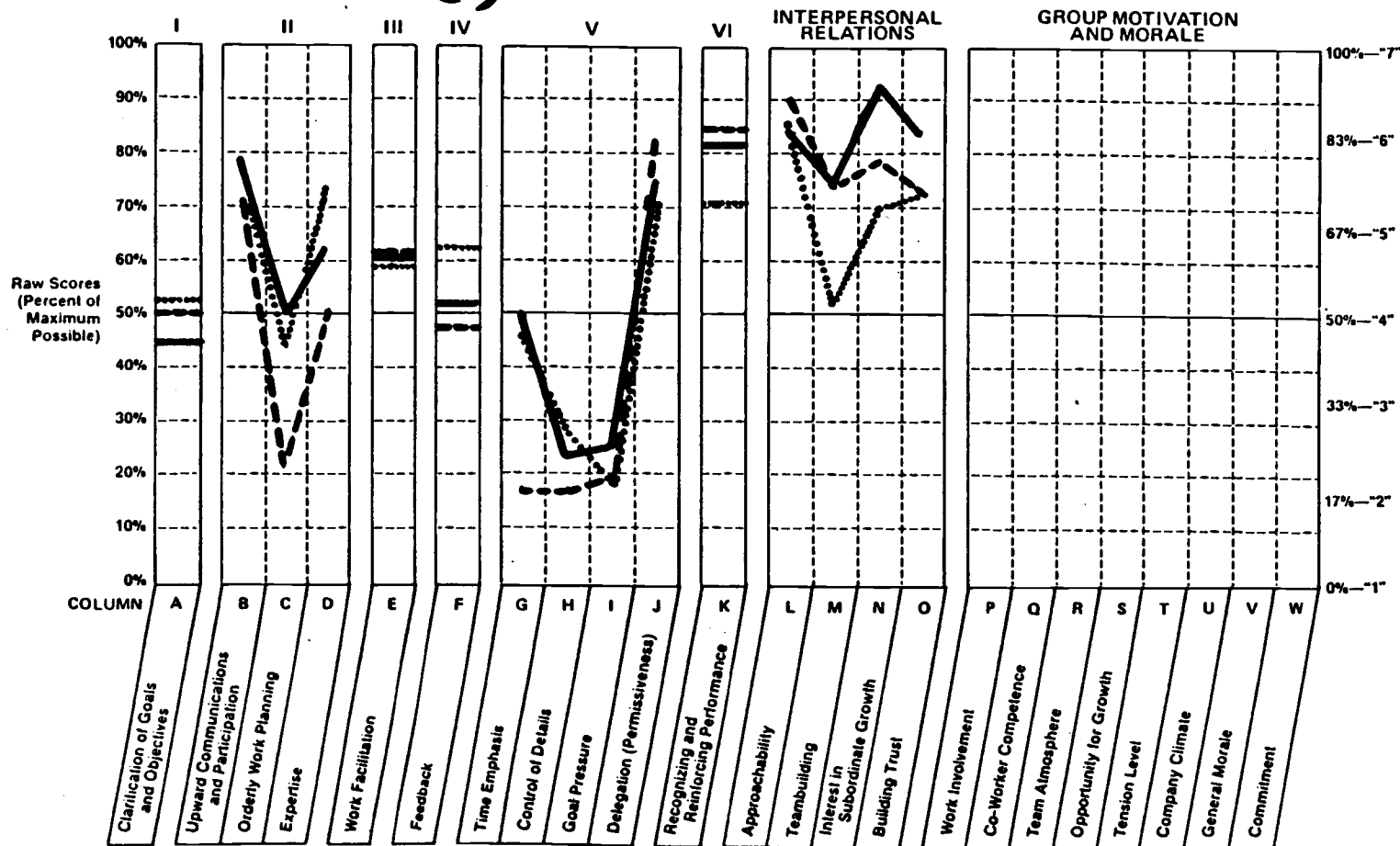
From the Clark Wilson Survey of Management Practices (JE)

## RAW SCORE PLOT

Name S(E)

Date \_\_\_\_\_

CODE \_\_\_\_\_



- = Your self-evaluation
- ..... = Average evaluation of your Employees
- - - = Average evaluation of your Peers and/or Superiors

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# MANAGERIAL TASK CYCLE PHASES

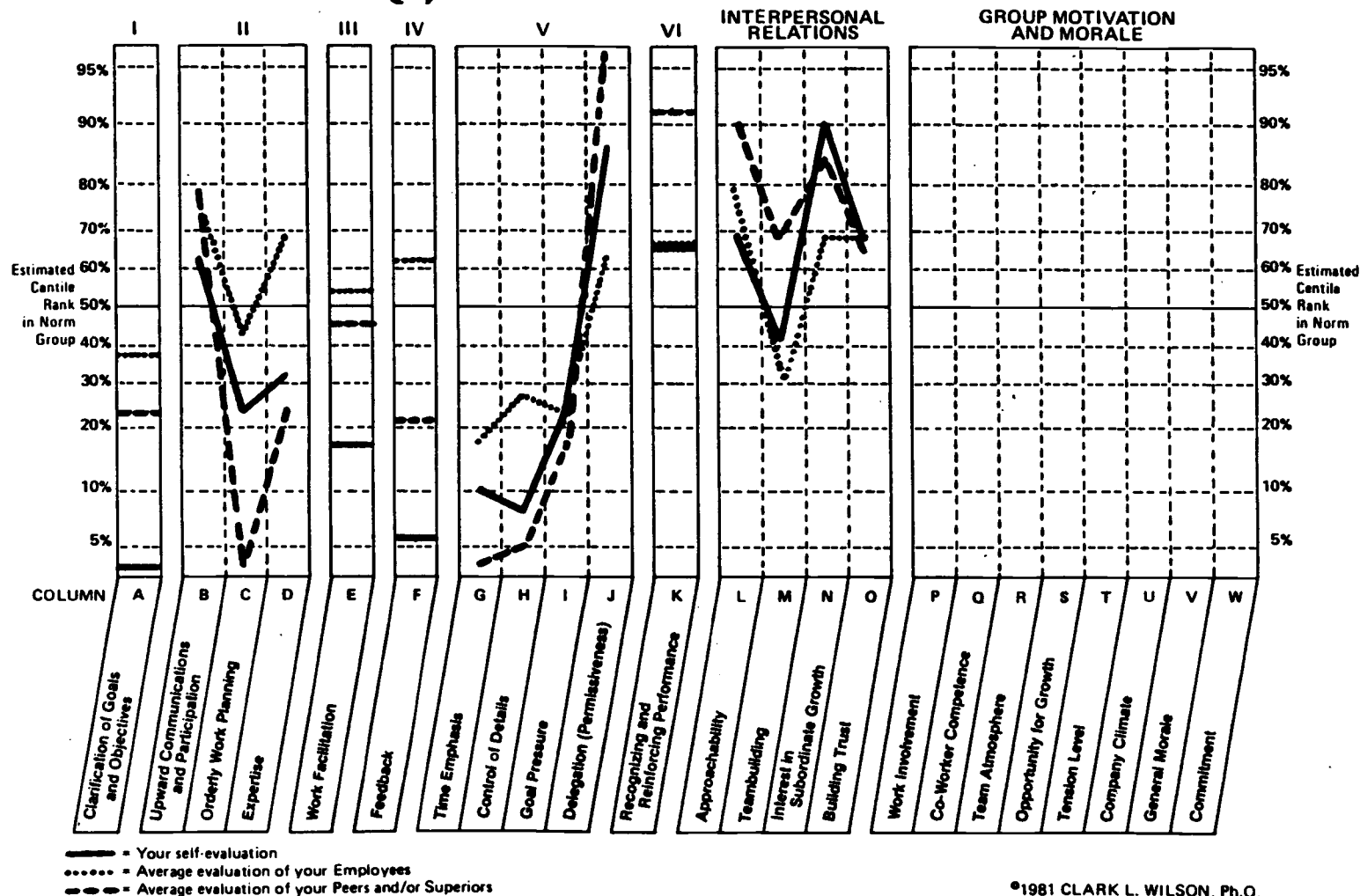
- I Making goals clear and important
- II Planning and problem solving
- III Facilitating work
- IV Obtaining and providing feedback
- V Exercising control
- VI Reinforcing performance

## YOUR MANAGEMENT SURVEY FEEDBACK

(From the Clark Wilson Survey of Management Practices (JE))

Name **S(E)**

Date \_\_\_\_\_ CODE \_\_\_\_\_



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SMP FORM JE (General Norms)  
 REPORT FOR: 5e

**Rating by MANAGER SELF**

		CLR	UPW	PLN	XPT	FAC	FED	TIM	DET	PRS	DEL	REC	APP	TEM	GRO	TRS
		45	79	50	62	61	52	50	23	25	75	81	83	75	92	85
Norm	Mn	70	75	61	69	72	71	71	46	36	62	75	77	77	77	79
Norm	Sd	13	12	16	13	12	12	16	16	16	12	14	13	12	12	12
Centile		2	62	24	31	18	6	10	8	24	86	66	69	42	90	69

**Rating by SUPERIOR**

		CLR	UPW	PLN	XPT	FAC	FED	TIM	DET	PRS	DEL	REC	APP	TEM	GRO	TRS
		50	71	21	50	61	48	17	17	19	81	83	90	75	79	73
Norm	Mn	60	61	58	62	63	61	58	45	36	57	64	66	67	65	67
Norm	Sd	15	12	14	18	14	16	15	16	19	12	14	19	17	14	15
Centile		24	79	2	24	46	21	2	5	18	98	92	90	69	84	66

**Rating by EMPLOYEES**

		CLR	UPW	PLN	XPT	FAC	FED	TIM	DET	PRS	DEL	REC	APP	TEM	GRO	TRS
		64	77	57	76	67	73	58	23	17	75	74	90	50	77	85
		50	60	38	67	56	67	58	37	33	56	74	77	39	63	46
		33	60	21	60	42	42	22	27	14	75	71	83	58	65	73
		62	83	64	88	69	65	44	27	11	78	64	90	61	75	88
Average		52	70	45	73	59	62	46	29	19	71	71	85	52	70	73
St. Dev.		12	10	17	10	11	12	15	5	8	9	4	5	9	6	17
Norm	Mn	58	59	49	61	57	56	63	40	33	67	61	64	62	60	62
Norm	Sd	20	20	20	23	20	23	19	18	18	16	24	25	20	22	23
Centile		38	73	42	69	54	62	18	27	21	62	66	79	31	69	69

# MANAGERIAL TASK CYCLE PHASES

- I Making goals clear and important
- II Planning and problem solving
- III Facilitating work
- IV Obtaining and providing feedback
- V Exercising control
- VI Reinforcing performance

## YOUR MANAGEMENT SURVEY FEEDBACK

From the Clark Wilson Survey of Management Practices (JE)

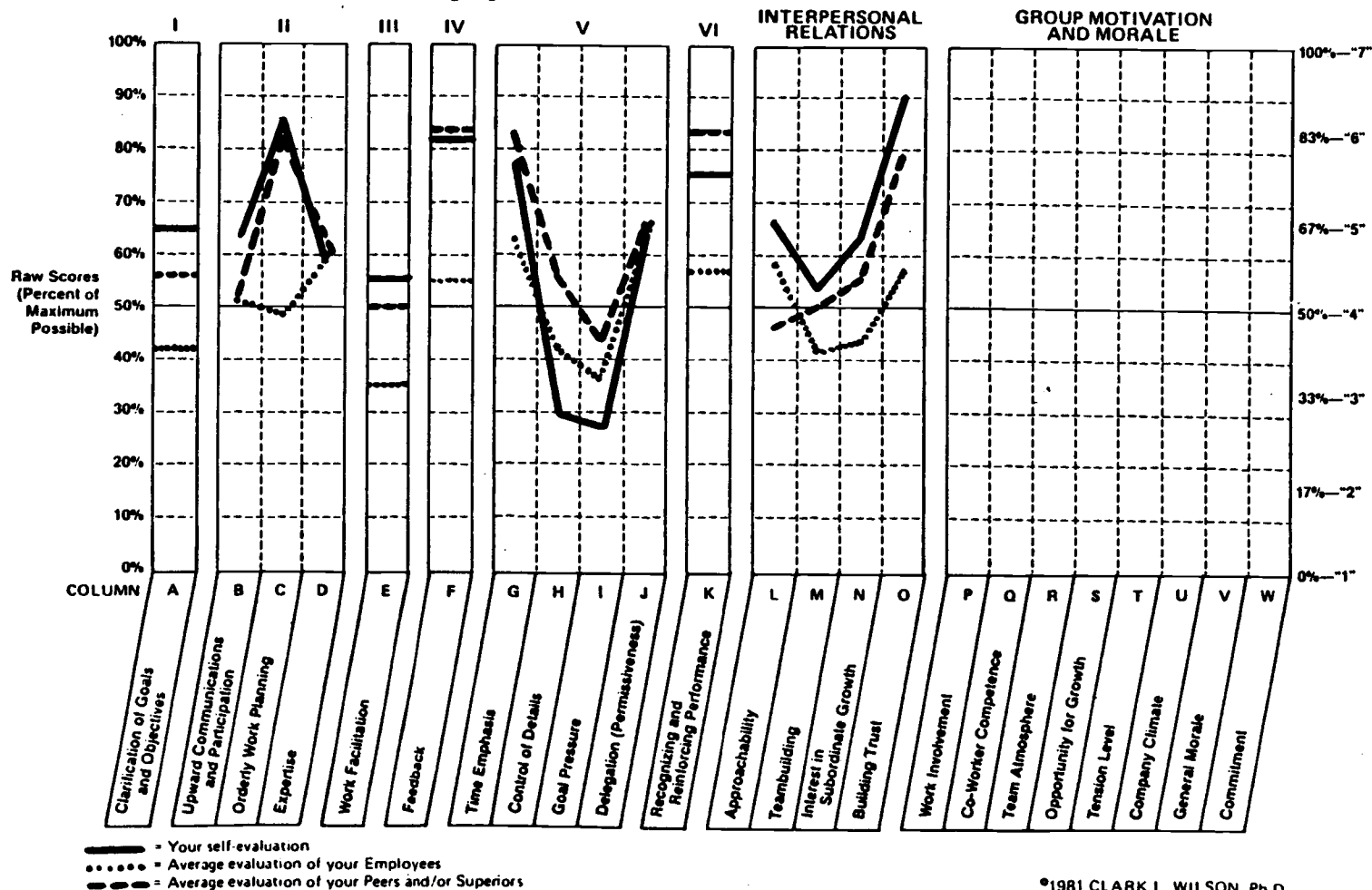
## RAW SCORE PLOT

Name

6(F)

Date

CODE



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# MANAGERIAL TASK CYCLE PHASES

- I Making goals clear and important
- II Planning and problem solving
- III Facilitating work
- IV Obtaining and providing feedback
- V Exercising control
- VI Reinforcing performance

## YOUR MANAGEMENT SURVEY FEEDBACK

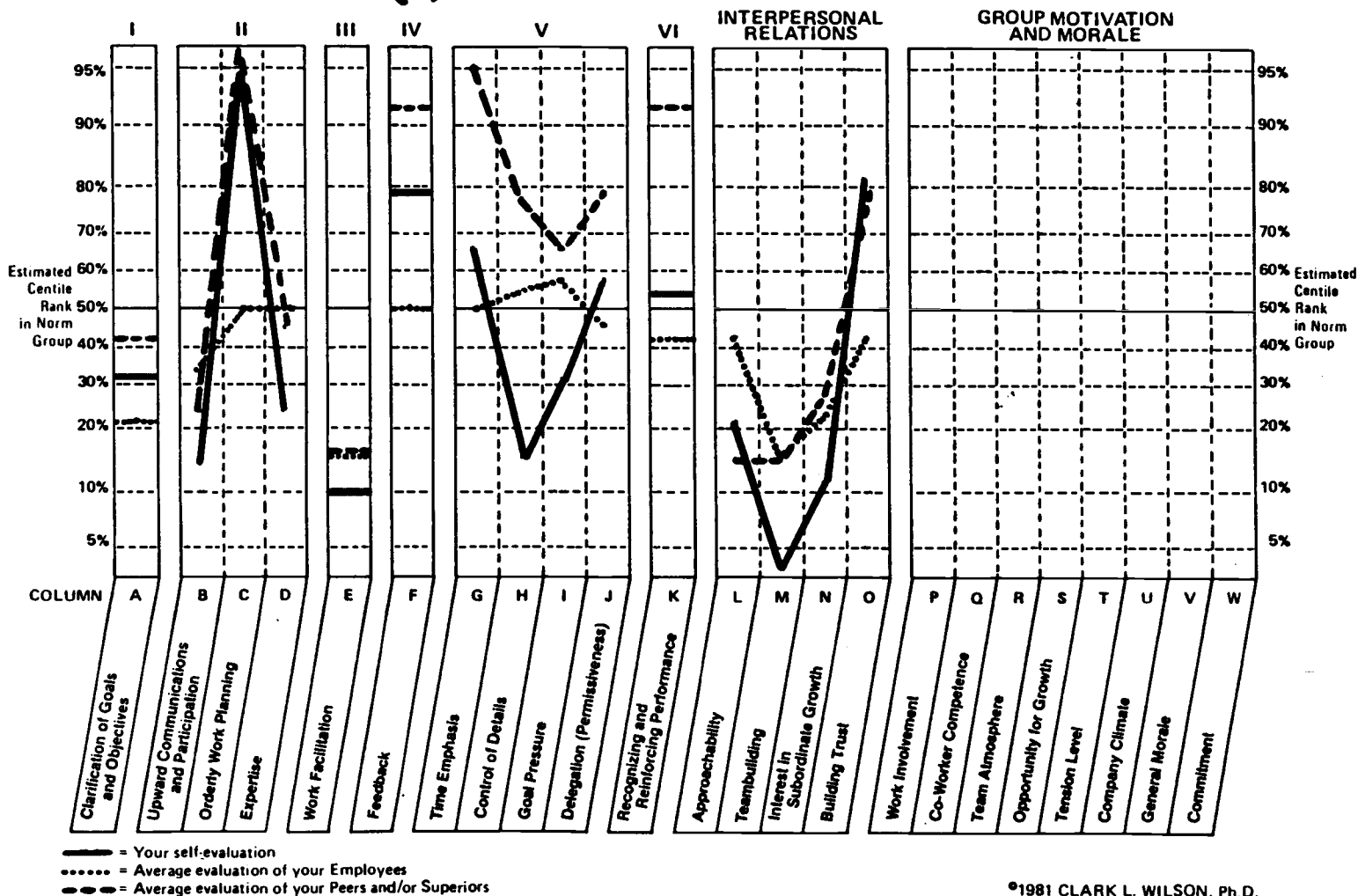
From the Clark Wilson Survey of Management Practices (JE)

Name

6 (F)

Date

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**SMP-JE (General Norms)**  
**REPORT FOR: 6f**

**Rating by MANAGER SELF**

		CLR	UPW	PLN	XPT	FAC	FED	TIM	DET	PRS	DEL	REC	APP	TEM	GRO	TRS
		64	63	86	60	56	81	78	30	28	64	76	67	53	63	90
Norm	Mn	70	75	61	69	72	71	71	46	36	62	75	77	77	77	79
Norm	Sd	13	12	16	13	12	12	16	16	16	12	14	13	12	12	12
Centile		31	16	94	24	10	79	66	16	31	58	54	21	2	12	81

**Rating by SUPERIOR**

		CLR	UPW	PLN	XPT	FAC	FED	TIM	DET	PRS	DEL	REC	APP	TEM	GRO	TRS
		57	52	83	60	50	83	83	57	44	67	83	47	50	56	79
Norm	Mn	60	61	58	62	63	61	58	45	36	57	64	66	67	65	67
Norm	Sd	15	12	14	18	14	16	15	16	19	12	14	19	17	14	15
Centile		42	24	98	46	18	92	95	79	66	79	92	16	16	27	79

**Rating by EMPLOYEES**

		CLR	UPW	PLN	XPT	FAC	FED	TIM	DET	PRS	DEL	REC	APP	TEM	GRO	TRS
		60	63	60	45	47	54	61	43	31	58	60	60	56	54	57
		5	10	21	60	6	31	47	33	44	56	26	13	22	0	31
		60	81	67	76	56	79	81	50	36	81	86	100	47	75	83
Average		42	51	49	60	36	55	63	42	37	65	57	58	42	43	57
St. Dev.		26	30	20	13	22	20	14	7	5	11	25	36	14	32	21
Norm	Mn	58	59	49	61	57	56	63	40	33	67	61	64	62	60	62
Norm	Sd	20	20	20	23	20	23	19	18	18	16	24	25	20	22	23
Centile		21	34	50	50	16	50	50	54	58	46	42	42	16	21	42

# MANAGERIAL TASK CYCLE PHASES

- I Making goals clear and important
- II Planning and problem solving
- III Facilitating work
- IV Obtaining and providing feedback
- V Exercising control
- VI Reinforcing performance

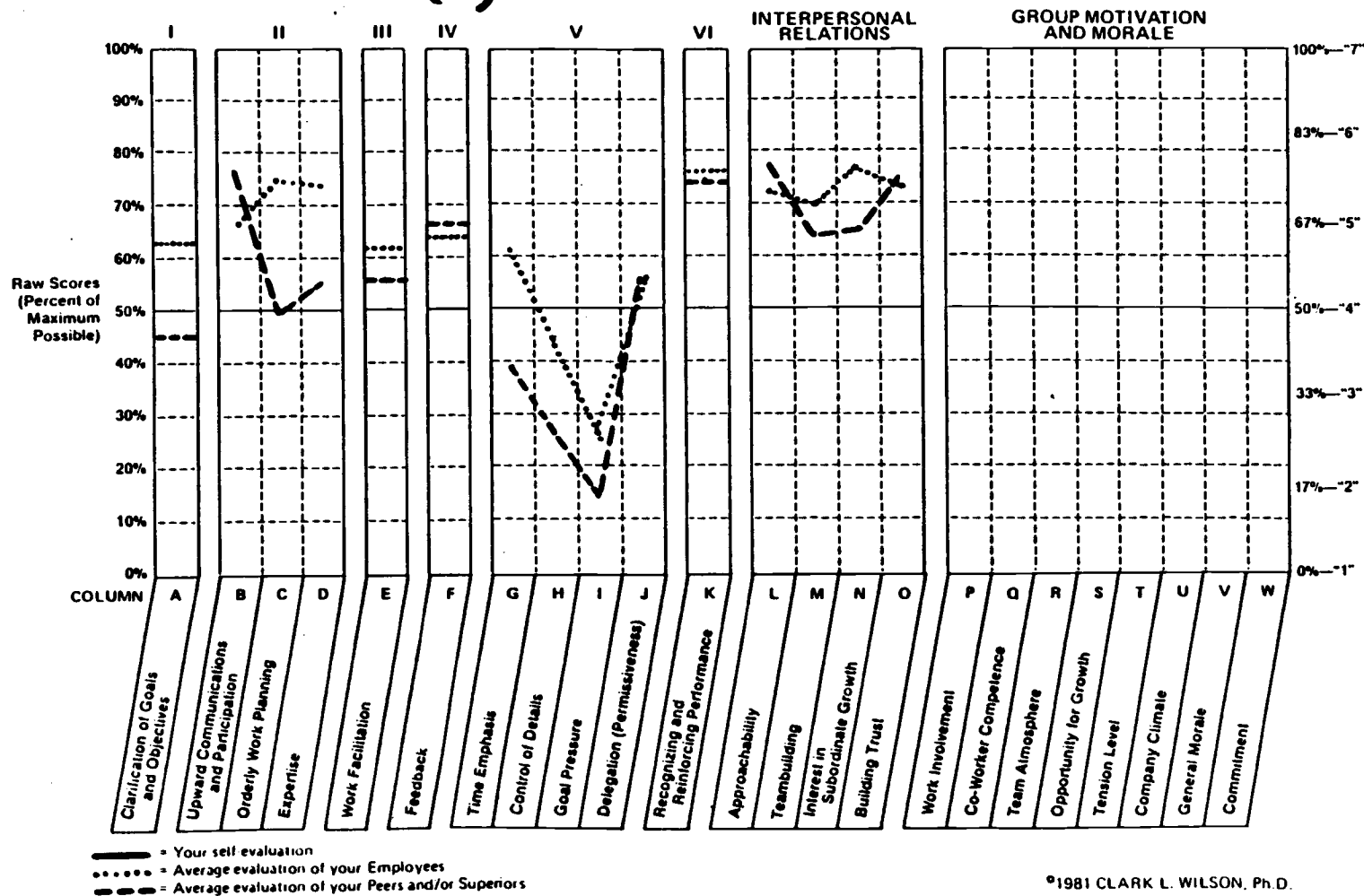
## YOUR MANAGEMENT SURVEY FEEDBACK

From the Clark Wilson Survey of Management Practices (JE)

## RAW SCORE PLOT

Name **7(G)**

Date \_\_\_\_\_ CODE \_\_\_\_\_



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# MANAGERIAL TASK CYCLE PHASES

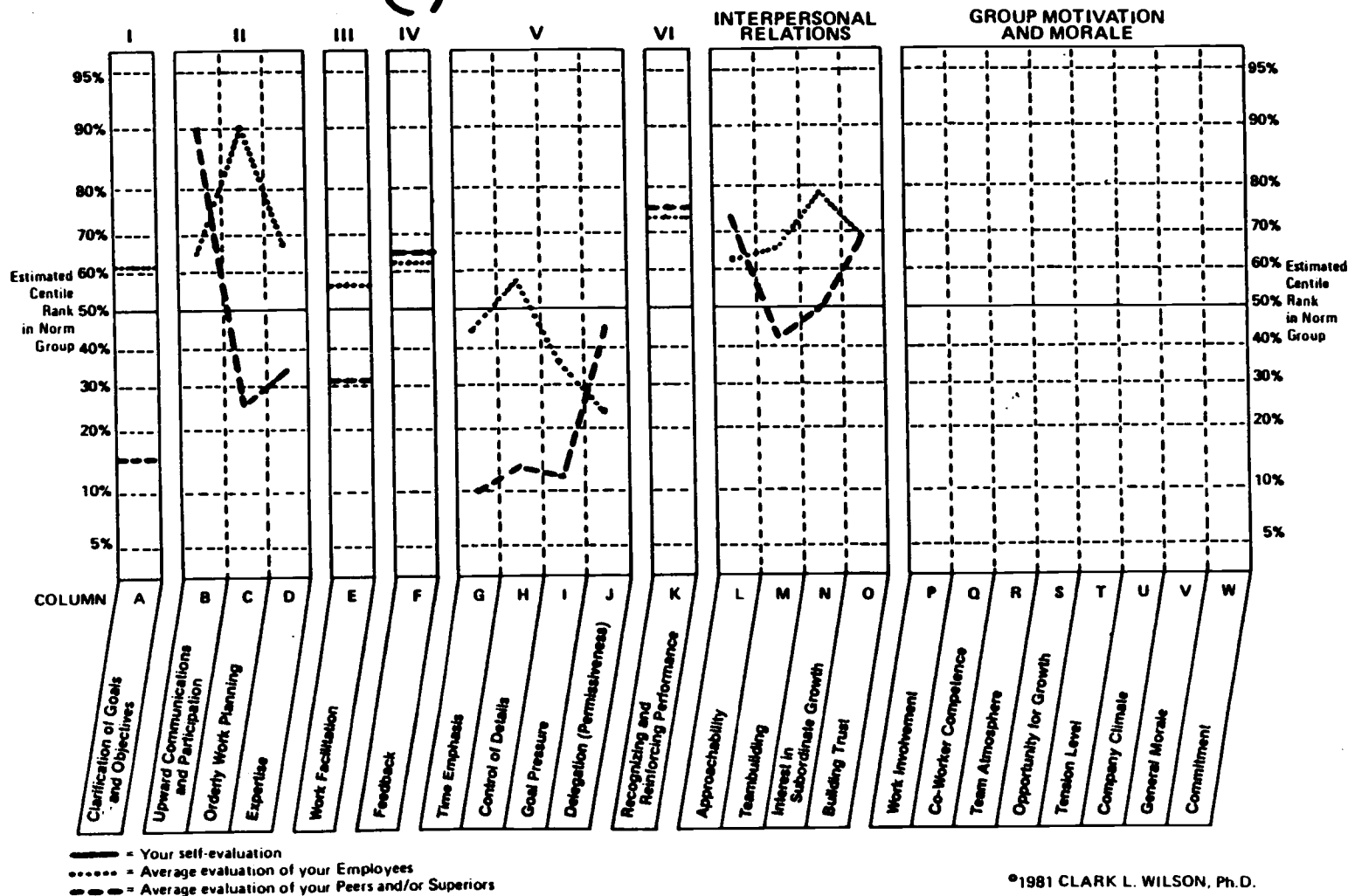
- I Making goals clear and important
- II Planning and problem solving
- III Facilitating work
- IV Obtaining and providing feedback
- V Exercising control
- VI Reinforcing performance

## YOUR MANAGEMENT SURVEY FEEDBACK

From the Clark Wilson Survey of Management Practices (JE)

Name **7(G)**

Date \_\_\_\_\_ CODE \_\_\_\_\_



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**SMP-JE (General Norms)**  
**REPORT FOR: 7g**

**Rating by SUPERIOR**

		CLR	UPW	PLN	XPT	FAC	FED	TIM	DET	PRS	DEL	REC	APP	TEM	GRO	TAS
		45	77	50	55	56	67	39	27	14	56	74	77	64	65	75
Norm	Mn	60	61	58	62	63	61	58	45	36	57	64	66	67	65	67
Norm	Sd	15	12	14	18	14	16	15	16	19	12	14	19	17	14	15
Centile		16	90	27	34	31	66	10	14	12	46	76	73	42	50	69

**Rating by EMPLOYEES**

		CLR	UPW	PLN	XPT	FAC	FED	TIM	DET	PRS	DEL	REC	APP	TEM	GRO	TAS
		50	50	52	55	47	48	47	50	50	53	50	43	58	50	44
		69	77	81	71	61	85	81	33	33	69	90	73	67	88	81
		71	73	93	93	75	60	56	50	0	47	88	100	86	92	94
Average		63	67	75	73	61	64	61	44	28	56	76	72	70	77	73
St. Dev.		9	12	17	16	11	15	14	8	21	9	18	23	12	19	21
Norm	Mn	58	59	49	61	57	56	63	40	33	67	61	64	62	60	62
Norm	Sd	20	20	20	23	20	23	19	18	18	16	24	25	20	22	23
Centile		62	66	90	69	58	62	46	58	38	24	73	62	66	79	69

# MANAGERIAL TASK CYCLE PHASES

- I Making goals clear and important
- II Planning and problem solving
- III Facilitating work
- IV Obtaining and providing feedback
- V Exercising control
- VI Reinforcing performance

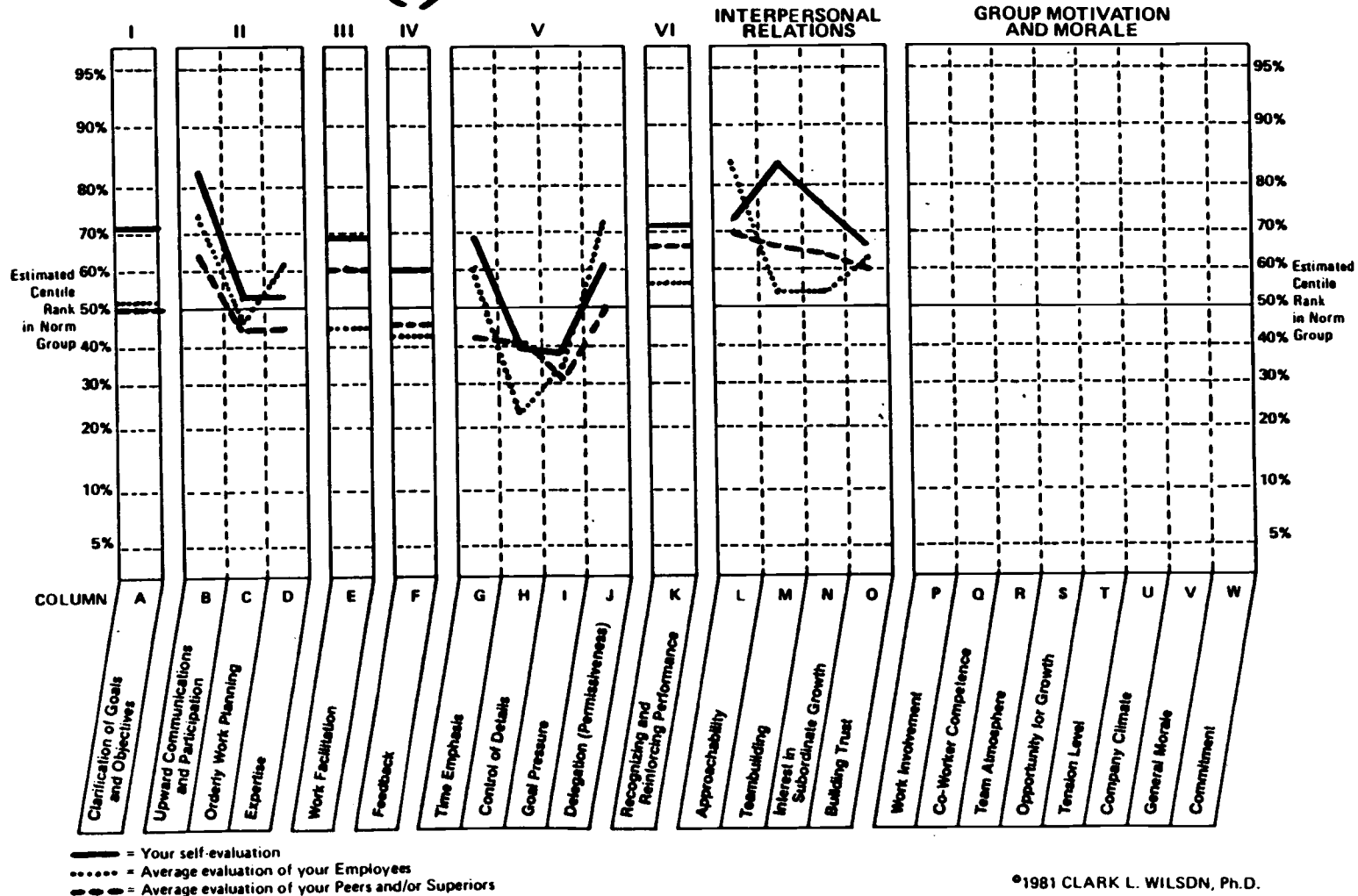
## YOUR MANAGEMENT SURVEY FEEDBACK

From the Clark Wilson Survey of Management Practices (JE)

Name **8(H)**

Date \_\_\_\_\_

CODE \_\_\_\_\_



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# MANAGERIAL TASK CYCLE PHASES

- I Making goals clear and important
- II Planning and problem solving
- III Facilitating work
- IV Obtaining and providing feedback
- V Exercising control
- VI Reinforcing performance

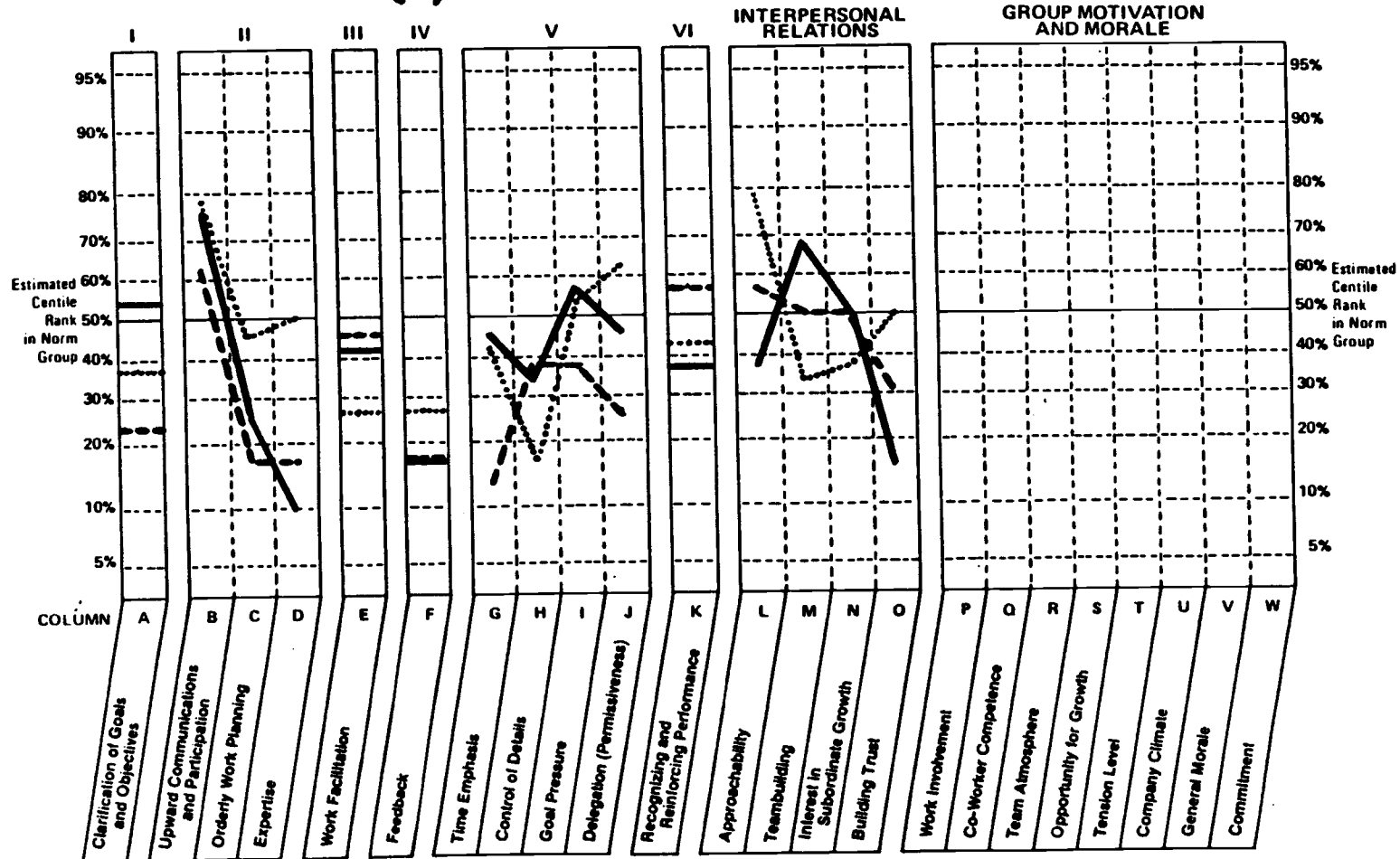
## YOUR MANAGEMENT SURVEY FEEDBACK

From the Clark Wilson Survey of Management Practices (JE)

Name **8(H)**

Date \_\_\_\_\_

CODE \_\_\_\_\_



- = Your self-evaluation
- ..... = Average evaluation of your Employees
- - - = Average evaluation of your Peers and/or Superiors

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**SMP-JE (General Norms)**  
**REPORT FOR: Bh**

**Rating by MANAGER SELF**

		CLR	UPW	PLN	XPT	FAC	FED	TIM	DET	PRS	DEL	REC	APP	TEM	GRO	TRS
		71	83	52	52	69	60	69	40	39	61	71	73	83	77	67
Norm	Mn	70	75	61	69	72	71	71	46	36	62	75	77	77	77	79
Norm	Sd	13	12	16	13	12	12	16	16	16	12	14	13	12	12	12
Centile		54	76	27	10	42	18	46	34	58	46	38	38	69	50	16

**Rating by SUPERIOR**

		CLR	UPW	PLN	XPT	FAC	FED	TIM	DET	PRS	DEL	REC	APP	TEM	GRO	TRS
		50	65	45	45	61	46	42	40	31	50	67	70	67	65	60
Norm	Mn	60	61	58	62	63	61	58	45	36	57	64	66	67	65	67
Norm	Sd	15	12	14	18	14	16	15	16	19	12	14	19	17	14	15
Centile		24	62	18	18	46	18	14	38	38	27	58	58	50	50	31

**Rating by EMPLOYEES**

		CLR	UPW	PLN	XPT	FAC	FED	TIM	DET	PRS	DEL	REC	APP	TEM	GRO	TRS
		40	83	33	45	44	31	53	23	36	75	60	93	61	46	67
		55	63	52	69	28	40	58	20	33	64	57	70	31	40	40
		57	75	55	69	64	56	69	30	33	75	55	87	69	77	79
Average		51	74	47	61	45	42	60	24	34	71	57	83	54	54	62
St. Dev.		8	8	10	11	15	10	7	4	1	5	2	10	16	16	16
Norm	Mn	58	59	49	61	57	56	63	40	33	67	61	64	62	60	62
Norm	Sd	20	20	20	23	20	23	19	18	18	16	24	25	20	22	23
Centile		38	79	46	50	27	27	42	18	54	62	42	79	34	38	50



# MANAGERIAL TASK CYCLE PHASES

- I Making goals clear and important
- II Planning and problem solving
- III Facilitating work
- IV Obtaining and providing feedback
- V Exercising control
- VI Reinforcing performance

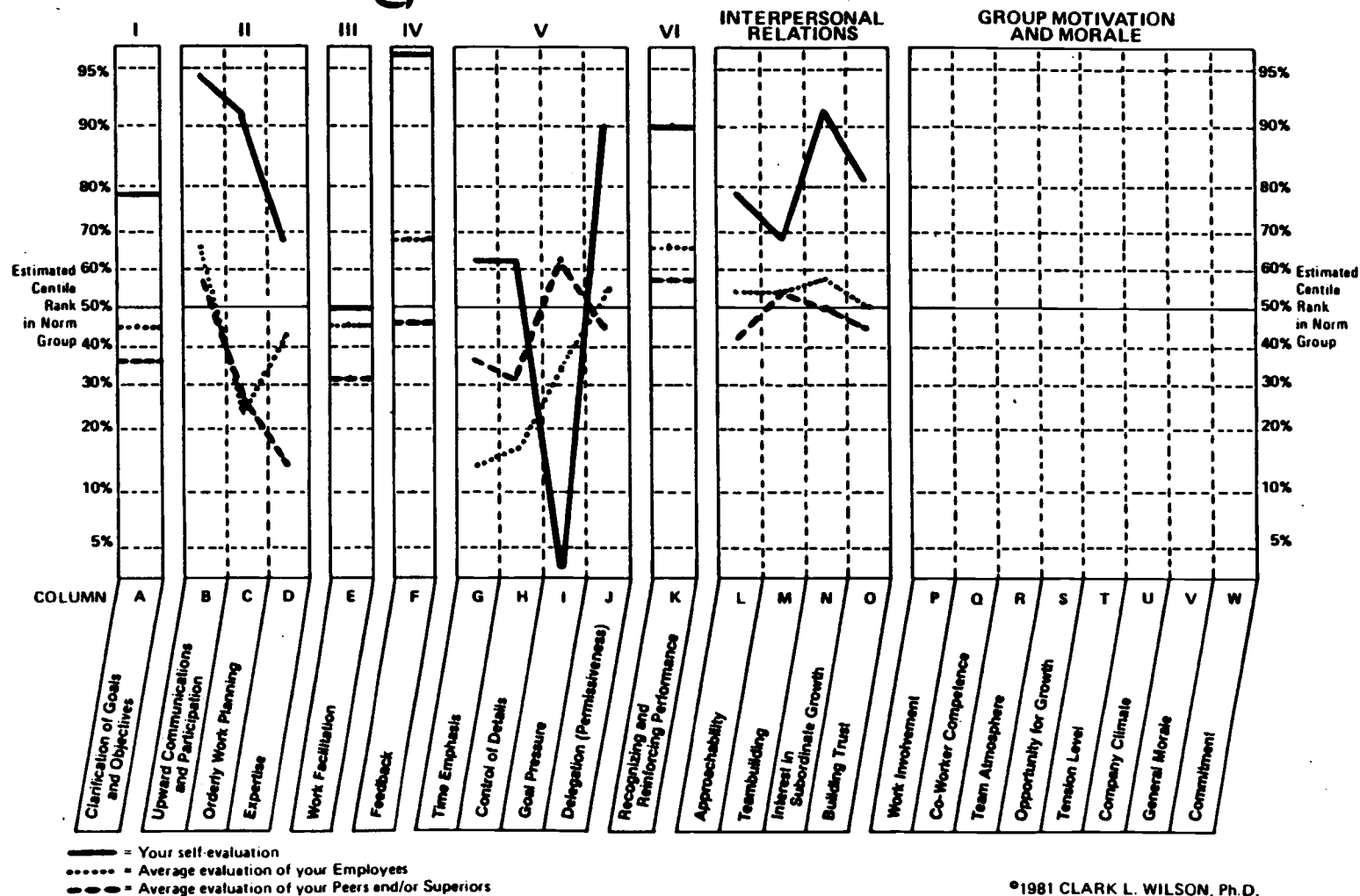
## YOUR MANAGEMENT SURVEY FEEDBACK

From the Clark Wilson Survey of Management Practices (JE)

Name 9(1)

Date \_\_\_\_\_

CODE \_\_\_\_\_



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**SMP-JE (General Norms)**  
**REPORT FOR: 9i**

**Rating by MANAGER SELF**

		CLR	UPW	PLN	XPT	FAC	FED	TIM	DET	PRS	DEL	REC	APP	TEM	GRD	TRS
		81	94	83	76	72	98	75	50	6	78	93	87	83	94	90
Norm	Mn	70	75	61	69	72	71	71	46	36	62	75	77	77	77	79
Norm	Sd	13	12	16	13	12	12	16	16	16	12	14	13	12	12	12
Centile		79	94	92	69	50	98	62	62	2	90	90	79	69	92	81

**Rating by SUPERIOR**

		CLR	UPW	PLN	XPT	FAC	FED	TIM	DET	PRS	DEL	REC	APP	TEM	GRD	TRS
		55	63	50	43	56	60	53	37	42	56	67	63	69	65	65
Norm	Mn	60	61	58	62	63	61	58	45	36	57	64	66	67	65	67
Norm	Sd	15	12	14	18	14	16	15	16	19	12	14	19	17	14	15
Centile		38	58	27	14	31	46	38	31	62	46	58	42	54	50	46

**Rating by EMPLOYEES**

		CLR	UPW	PLN	XPT	FAC	FED	TIM	DET	PRS	DEL	REC	APP	TEM	GRD	TRS
		50	56	26	43	50	63	36	30	36	64	67	40	53	60	50
		55	75	21	55	58	73	33	20	17	81	71	77	69	67	52
		64	69	57	69	58	65	61	23	22	58	76	80	67	67	81
Average		56	67	35	56	55	67	43	24	25	68	71	66	63	65	61
St. Dev.		6	8	16	11	4	4	13	4	8	10	4	18	7	3	14
Norm	Mn	58	59	49	61	57	56	63	40	33	67	61	64	62	60	62
Norm	Sd	20	20	20	23	20	23	19	18	18	16	24	25	20	22	23
Centile		46	66	24	42	46	69	14	18	34	54	66	54	54	58	50

# MANAGERIAL TASK CYCLE PHASES

- I Making goals clear and important
- II Planning and problem solving
- III Facilitating work
- IV Obtaining and providing feedback
- V Exercising control
- VI Reinforcing performance

## YOUR MANAGEMENT SURVEY FEEDBACK

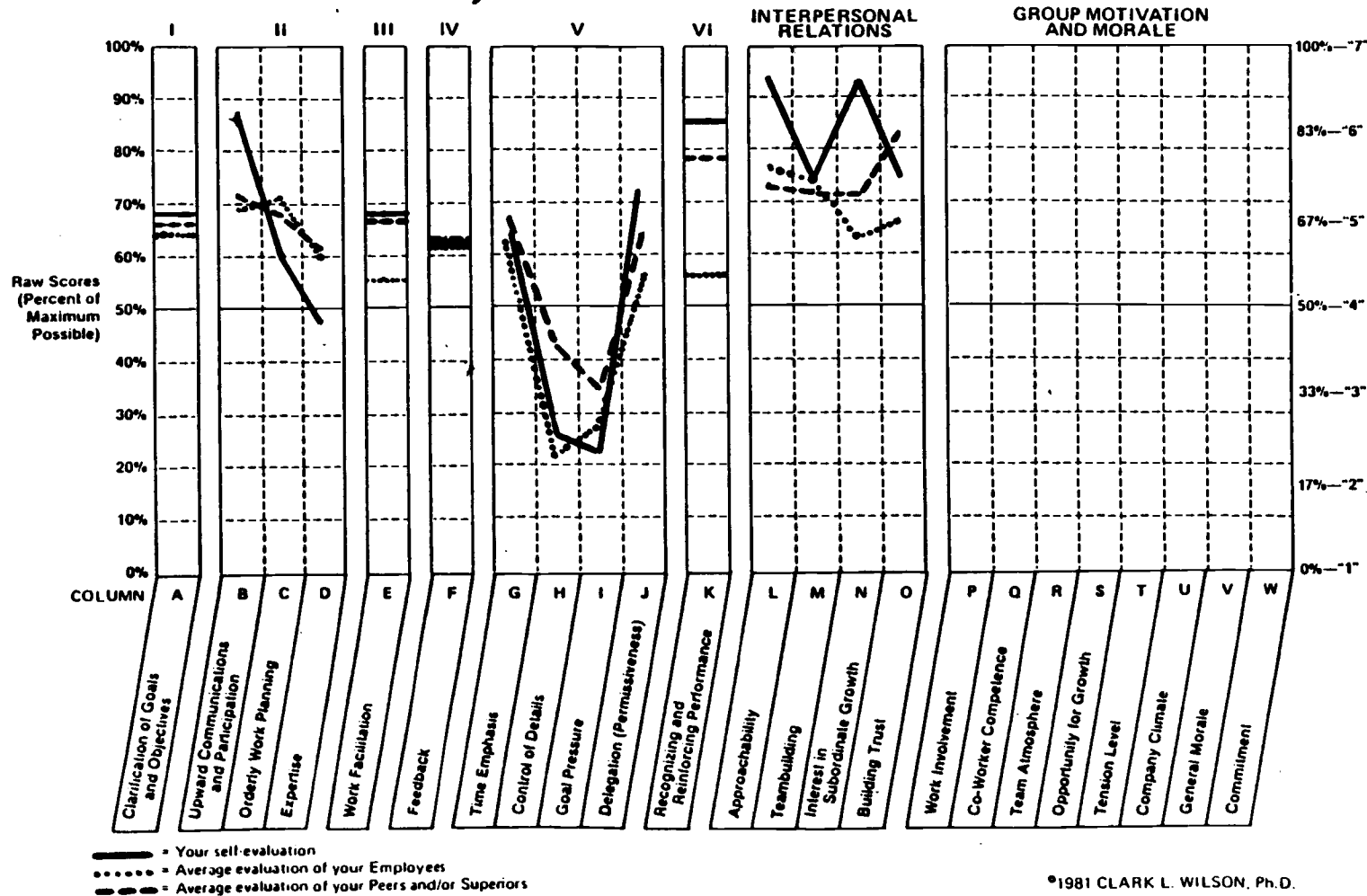
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## RAW SCORE PLOT

Name 10(J)

Date \_\_\_\_\_

CODE \_\_\_\_\_



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# MANAGERIAL TASK CYCLE PHASES

- I Making goals clear and important
- II Planning and problem solving
- III Facilitating work
- IV Obtaining and providing feedback
- V Exercising control
- VI Reinforcing performance

## YOUR MANAGEMENT SURVEY FEEDBACK

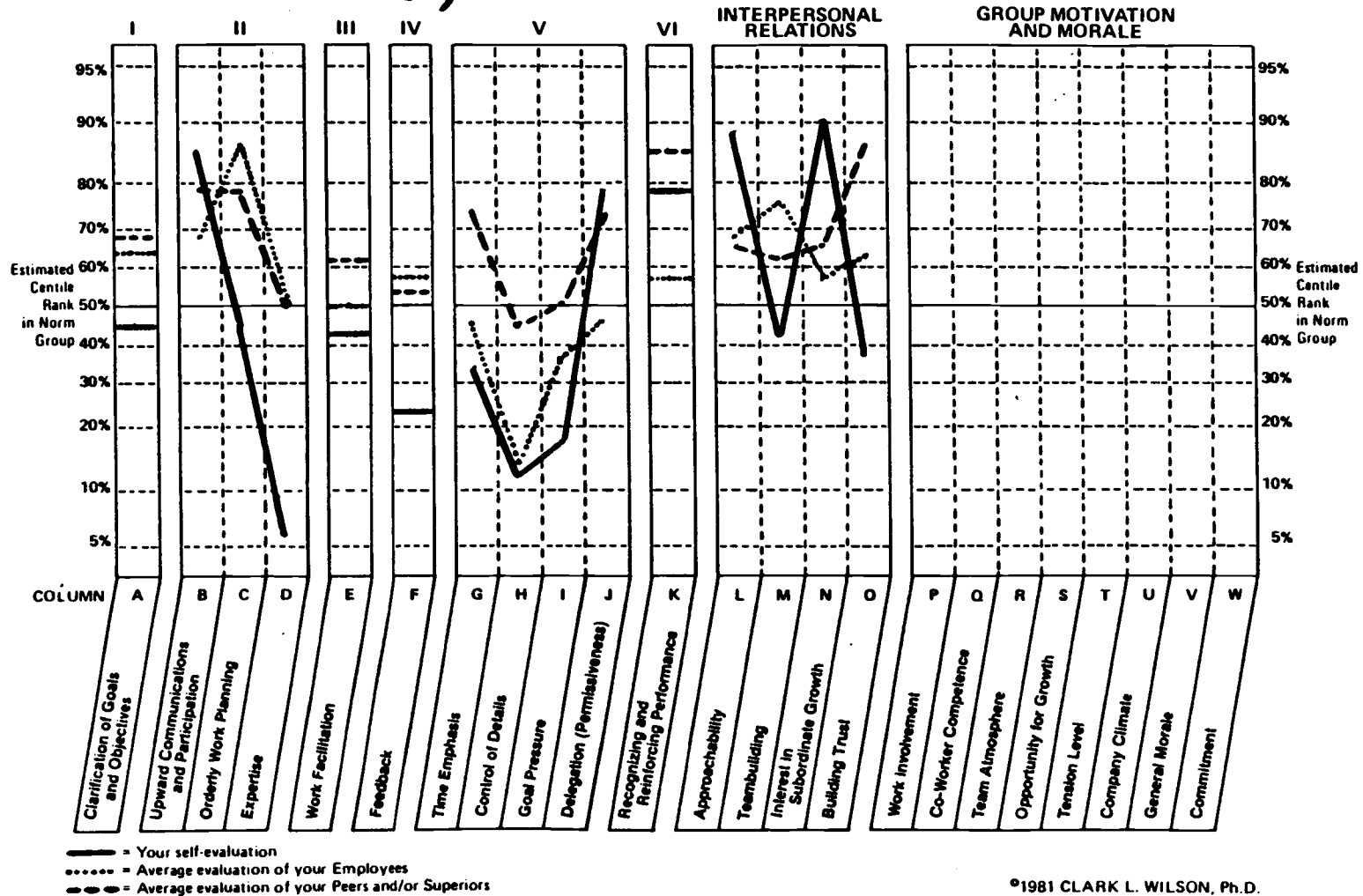
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Name

10(J)

Date

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SMP-JE (General Norms)

REPORT FOR: 10j

## Rating by MANAGER SELF

		CLR	UPW	PLN	XPT	FAC	FED	TIM	DET	PRS	DEL	REC	APP	TEM	GRD	TRS
		69	88	60	48	69	63	64	27	22	72	86	93	75	92	75
Norm	Mn	70	75	61	69	72	71	71	46	36	62	75	77	77	77	79
Norm	Sd	13	12	16	13	12	12	16	16	16	12	14	13	12	12	12
Centile		46	86	46	6	42	24	34	12	18	79	79	88	42	90	38

## Rating by SUPERIOR

		CLR	UPW	PLN	XPT	FAC	FED	TIM	DET	PRS	DEL	REC	APP	TEM	GRD	TRS
		67	71	69	62	67	63	67	43	36	64	79	73	72	71	83
Norm	Mn	60	61	58	62	63	61	58	45	36	57	64	66	67	65	67
Norm	Sd	15	12	14	18	14	16	15	16	19	12	14	19	17	14	15
Centile		69	79	79	50	62	54	73	46	50	73	86	66	62	66	86

## Rating by EMPLOYEES

		CLR	UPW	PLN	XPT	FAC	FED	TIM	DET	PRS	DEL	REC	APP	TEM	GRD	TRS
		69	81	81	71	64	71	58	23	25	75	79	97	89	79	77
		64	67	69	57	53	63	58	20	28	67	64	77	72	63	67
		64	60	64	52	50	50	69	20	31	56	55	57	64	50	60
Average		66	69	71	60	56	61	62	21	28	66	66	77	75	64	68
St. Dev.		2	9	7	8	6	9	5	1	2	8	10	16	10	12	7
Norm	Mn	58	59	49	61	57	56	63	40	33	67	61	64	62	60	62
Norm	Sd	20	20	20	23	20	23	19	18	18	16	24	25	20	22	23
Centile		66	69	86	50	50	58	46	14	38	46	58	69	76	58	62

# MANAGERIAL TASK CYCLE PHASES

- I Making goals clear and important
- II Planning and problem solving
- III Facilitating work
- IV Obtaining and providing feedback
- V Exercising control
- VI Reinforcing performance

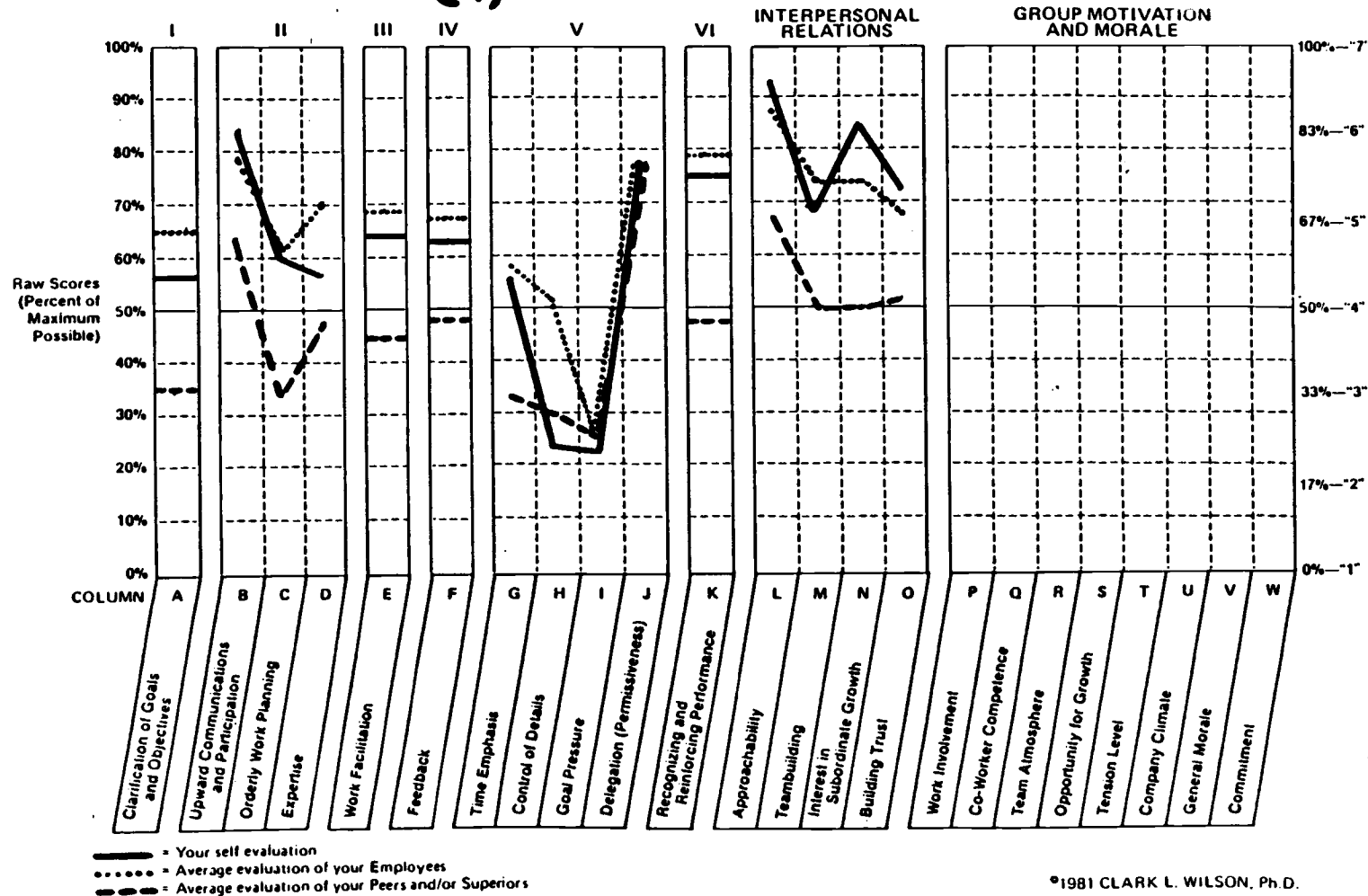
## YOUR MANAGEMENT SURVEY FEEDBACK

From the Clark Wilson Survey of Management Practices (JE)

## RAW SCORE PLOT

Name **LL(K)**

Date \_\_\_\_\_ CODE \_\_\_\_\_



# MANAGERIAL TASK CYCLE PHASES

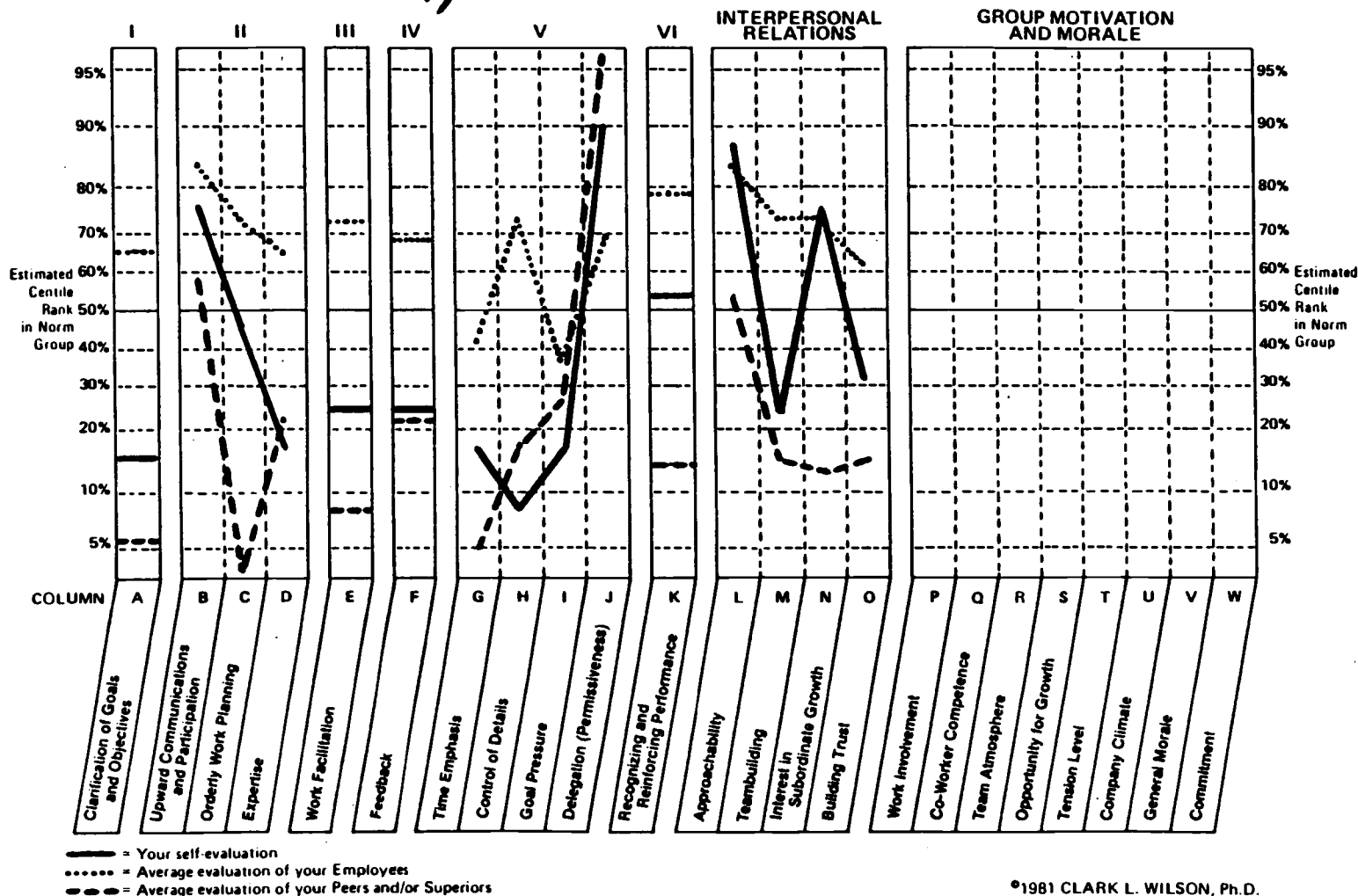
- I Making goals clear and important
- II Planning and problem solving
- III Facilitating work
- IV Obtaining and providing feedback
- V Exercising control
- VI Reinforcing performance

## YOUR MANAGEMENT SURVEY FEEDBACK

From the Clark Wilson Survey of Management Practices (JE)

Name LL(K)

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SMP-JE (General Norms)  
 REPORT FOR: 11k

**Rating by MANAGER SELF**

		CLR	UPW	PLN	XPT	FAC	FED	TIM	DET	PRS	DEL	REC	APP	TEM	GRO	TRS
		57	83	60	57	64	63	56	23	22	78	76	93	69	85	73
Norm	Mn	70	75	61	69	72	71	71	46	36	62	75	77	77	77	79
Norm	Sd	13	12	16	13	12	12	16	16	16	12	14	13	12	12	12
Centile		16	76	46	18	24	24	18	8	18	90	54	88	24	76	31

**Rating by SUPERIOR**

		CLR	UPW	PLN	XPT	FAC	FED	TIM	DET	PRS	DEL	REC	APP	TEM	GRO	TRS
		36	63	33	48	44	48	33	30	25	78	48	67	50	50	52
Norm	Mn	60	61	58	62	63	61	58	45	36	57	64	66	67	65	67
Norm	Sd	15	12	14	18	14	16	15	16	19	12	14	19	17	14	15
Centile		6	58	2	21	8	21	5	18	27	98	14	54	16	14	16

**Rating by EMPLOYEES**

		CLR	UPW	PLN	XPT	FAC	FED	TIM	DET	PRS	DEL	REC	APP	TEM	GRO	TRS
		62	71	43	52	64	60	50	33	17	69	74	90	67	67	56
		38	60	38	50	42	35	28	37	31	69	50	77	50	48	40
		62	90	55	62	64	75	44	43	22	81	83	90	72	79	75
		86	94	86	86	94	92	83	67	19	89	100	100	89	96	93
		83	81	81	98	83	79	89	77	44	69	86	83	89	75	81
Average		66	79	61	70	69	68	59	51	27	75	79	88	73	73	69
St. Dev.		17	12	20	19	18	19	23	17	10	8	17	8	15	16	19
Norm	Mn	58	59	49	61	57	56	63	40	33	67	61	64	62	60	62
Norm	Sd	20	20	20	23	20	23	19	18	18	16	24	25	20	22	23
Centile		66	84	73	66	73	69	42	73	38	69	79	84	73	73	62



# MANAGERIAL TASK CYCLE PHASES

- I Making goals clear and important
- II Planning and problem solving
- III Facilitating work
- IV Obtaining and providing feedback
- V Exercising control
- VI Reinforcing performance

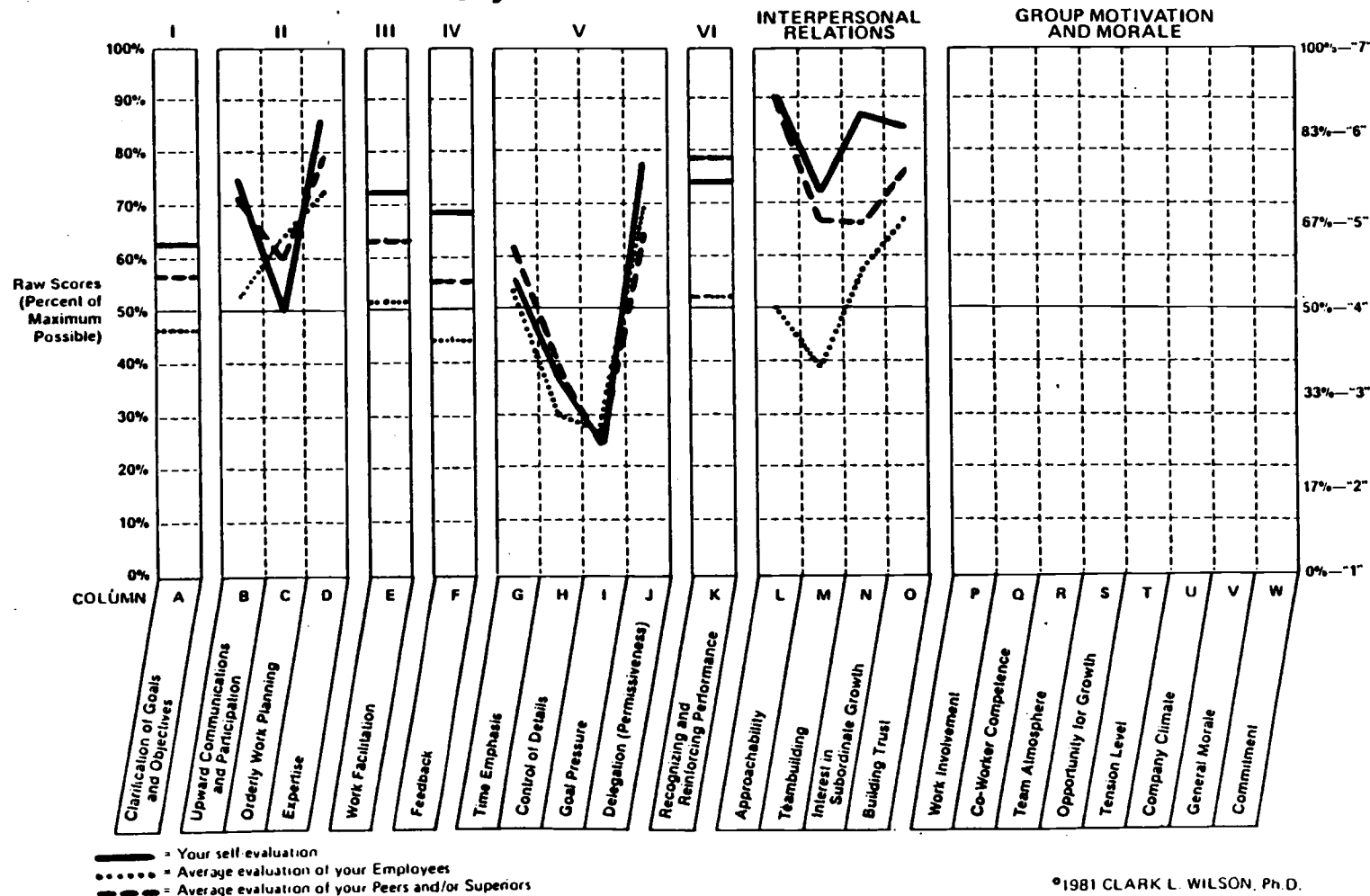
## YOUR MANAGEMENT SURVEY FEEDBACK

From the Clark Wilson Survey of Management Practices (JE)

## RAW SCORE PLOT

Name **12 (K)**

Date \_\_\_\_\_ CODE \_\_\_\_\_



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# MANAGERIAL TASK CYCLE PHASES

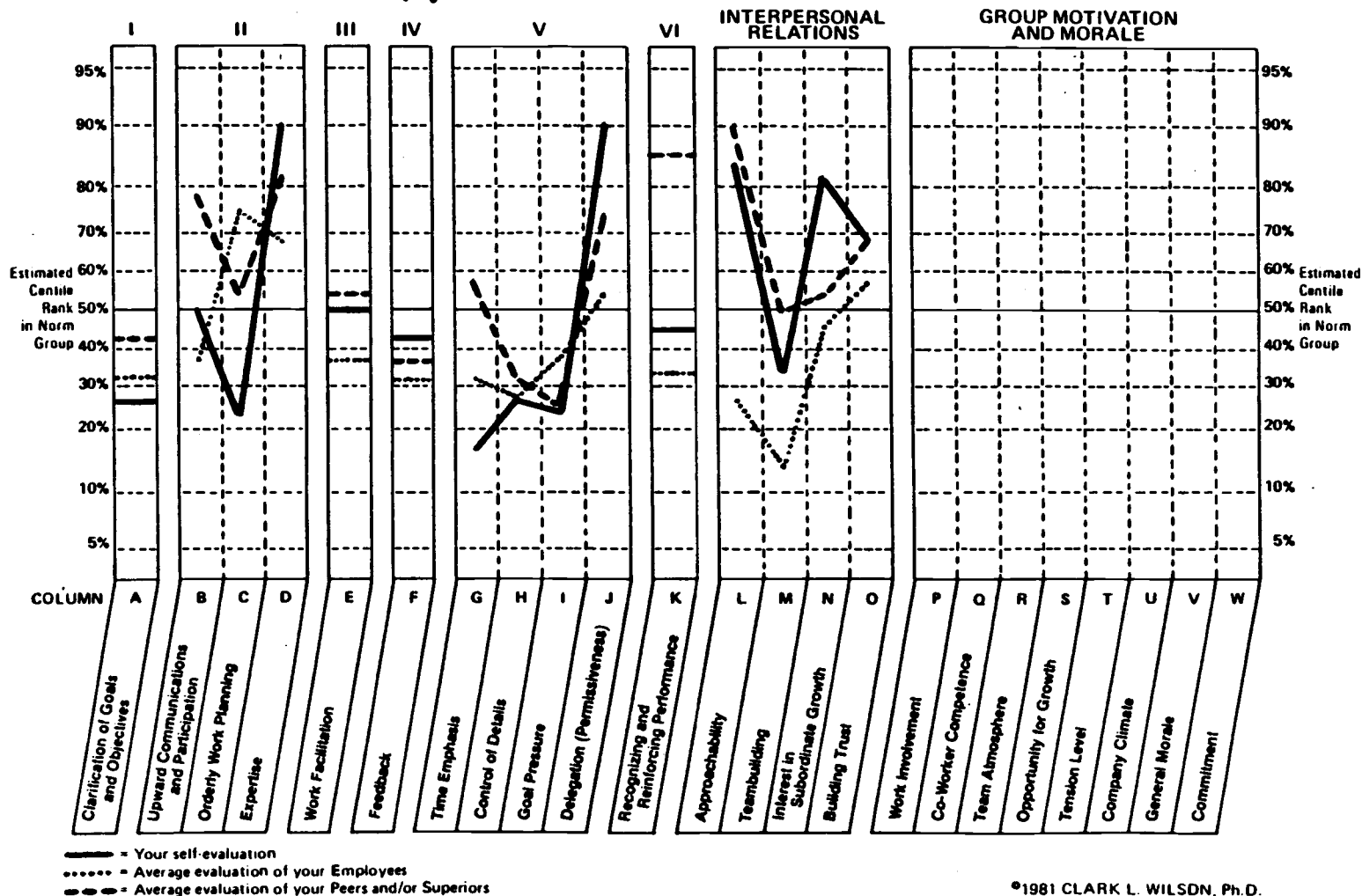
- I Making goals clear and important
- II Planning and problem solving
- III Facilitating work
- IV Obtaining and providing feedback
- V Exercising control
- VI Reinforcing performance

## YOUR MANAGEMENT SURVEY FEEDBACK

From the Clark Wilson Survey of Management Practices (JE)

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**SNP-JE (General Norms)**  
**REPORT FOR: 121**

**Rating by MANAGER SELF**

		CLR	UPW	PLN	XPT	FAC	FED	TIM	DET	PRS	DEL	REC	APP	TEM	GRO	TRS
		62	75	50	86	72	69	56	37	25	78	74	90	72	88	85
Norm	Mn	70	75	61	69	72	71	71	46	36	62	75	77	77	77	79
Norm	Sd	13	12	16	13	12	12	16	16	16	12	14	13	12	12	12
Centile		27	50	24	90	50	42	18	27	24	90	46	84	34	81	69

**Rating by SUPERIOR**

		CLR	UPW	PLN	XPT	FAC	FED	TIM	DET	PRS	DEL	REC	APP	TEM	GRO	TRS
		57	71	60	79	64	56	61	37	25	64	79	90	67	67	75
Norm	Mn	60	61	58	62	63	61	58	45	36	57	64	66	67	65	67
Norm	Sd	15	12	14	18	14	16	15	16	19	12	14	19	17	14	15
Centile		42	79	54	81	54	38	58	31	27	73	86	90	50	54	69

**Rating by EMPLOYEES**

		CLR	UPW	PLN	XPT	FAC	FED	TIM	DET	PRS	DEL	REC	APP	TEM	GRO	TRS
		81	71	81	83	67	69	67	40	39	78	74	80	83	73	83
		36	40	67	67	36	33	42	23	8	56	17	37	22	44	54
		24	44	40	67	50	33	50	27	33	72	64	33	11	54	60
Average		47	52	63	72	51	45	53	30	27	69	52	50	39	57	66
St. Dev.		25	14	17	8	13	17	10	7	13	9	25	21	32	12	12
Norm	Mn	58	59	49	61	57	56	63	40	33	67	61	64	62	60	62
Norm	Sd	20	20	20	23	20	23	19	18	18	16	24	25	20	22	23
Centile		31	38	76	69	38	31	31	27	38	54	34	27	14	46	58

**MANAGERIAL TASK CYCLE PHASES**

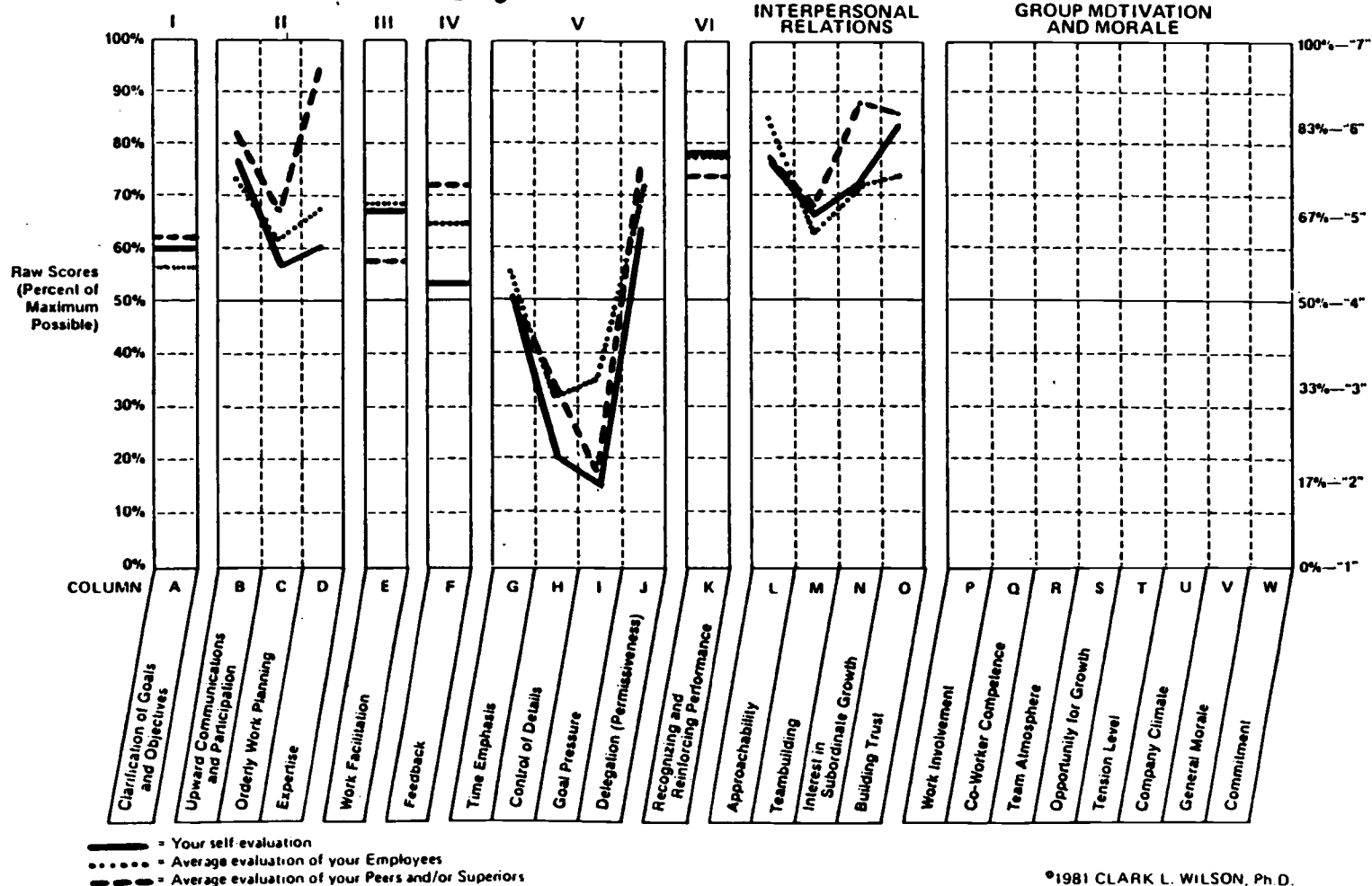
- I Making goals clear and important
- II Planning and problem solving
- III Facilitating work
- IV Obtaining and providing feedback
- V Exercising control
- VI Reinforcing performance

# YOUR MANAGEMENT SURVEY FEEDBACK

From the Clark Wilson Survey of Management Practices (JE)

## RAW SCORE PLOT

Name 13 (M) Date \_\_\_\_\_ CODE \_\_\_\_\_



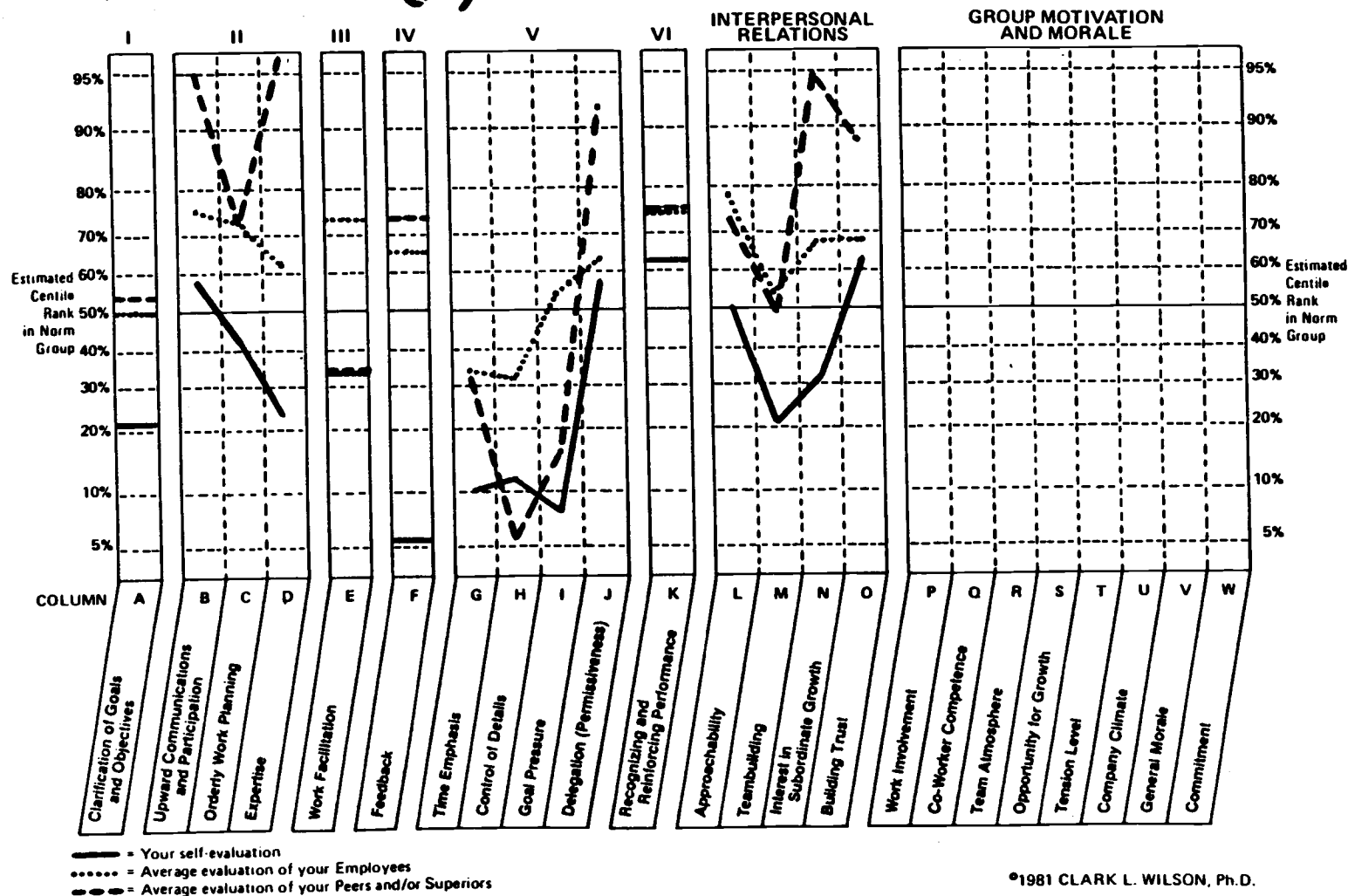
**MANAGERIAL TASK CYCLE PHASES**  
 I Making goals clear and important  
 II Planning and problem solving  
 III Facilitating work  
 IV Obtaining and providing feedback  
 V Exercising control  
 VI Reinforcing performance

## YOUR MANAGEMENT SURVEY FEEDBACK

From the Clark Wilson Survey of Management Practices (JE)

Name 13(M)

Date \_\_\_\_\_ CODE \_\_\_\_\_



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SMP-JE (General Moras)  
 REPORT FOR: 13a

**Rating by MANAGER SELF**

		CLR	UPW	PLN	XPT	FAC	FED	TIM	DET	PRS	DEL	REC	APP	TEM	GRO	TRS
		60	77	57	60	67	52	50	27	14	64	79	77	67	71	83
Norm	Mn	70	75	61	69	72	71	71	46	36	62	75	77	77	77	79
Norm	Sd	13	12	16	13	12	12	16	16	16	12	14	13	12	12	12
Centile		21	58	42	24	34	6	10	12	8	58	62	50	21	31	62

**Rating by SUPERIOR**

		CLR	UPW	PLN	XPT	FAC	FED	TIM	DET	PRS	DEL	REC	APP	TEM	GRO	TRS
		62	81	67	95	58	71	50	20	17	75	74	77	67	88	85
Norm	Mn	60	61	58	62	63	61	58	45	36	57	64	66	67	65	67
Norm	Sd	15	12	14	18	14	16	15	16	19	12	14	19	17	14	15
Centile		54	95	73	98	34	73	31	6	16	93	76	73	50	94	88

**Rating by EMPLOYEES**

		CLR	UPW	PLN	XPT	FAC	FED	TIM	DET	PRS	DEL	REC	APP	TEM	GRO	TRS
		33	44	40	38	36	33	47	23	42	61	33	53	36	35	44
		62	83	67	79	75	77	69	30	36	72	83	83	69	79	83
		64	92	71	86	69	73	58	17	14	89	95	100	72	88	90
		57	67	62	64	83	67	36	30	42	72	98	87	81	83	81
		69	81	67	69	75	75	67	57	39	61	83	100	58	71	71
Average		57	73	61	67	68	65	55	31	35	71	78	85	63	71	74
St. Dev.		13	17	11	16	16	16	12	14	11	10	24	17	15	19	16
Norm	Mn	58	59	49	61	57	56	63	40	33	67	61	64	62	60	62
Norm	Sd	20	20	20	23	20	23	19	18	18	16	24	25	20	22	23
Centile		50	76	73	82	73	66	34	31	54	62	76	79	54	69	69

MANAGERIAL TASK CYCLE PHASES  
 I Making goals clear and important  
 II Planning and problem solving  
 III Facilitating work  
 IV Obtaining and providing feedback  
 V Exercising control  
 VI Reinforcing performance

## YOUR MANAGEMENT SURVEY FEEDBACK

From the Clark Wilson Survey of Management Practices (JE)

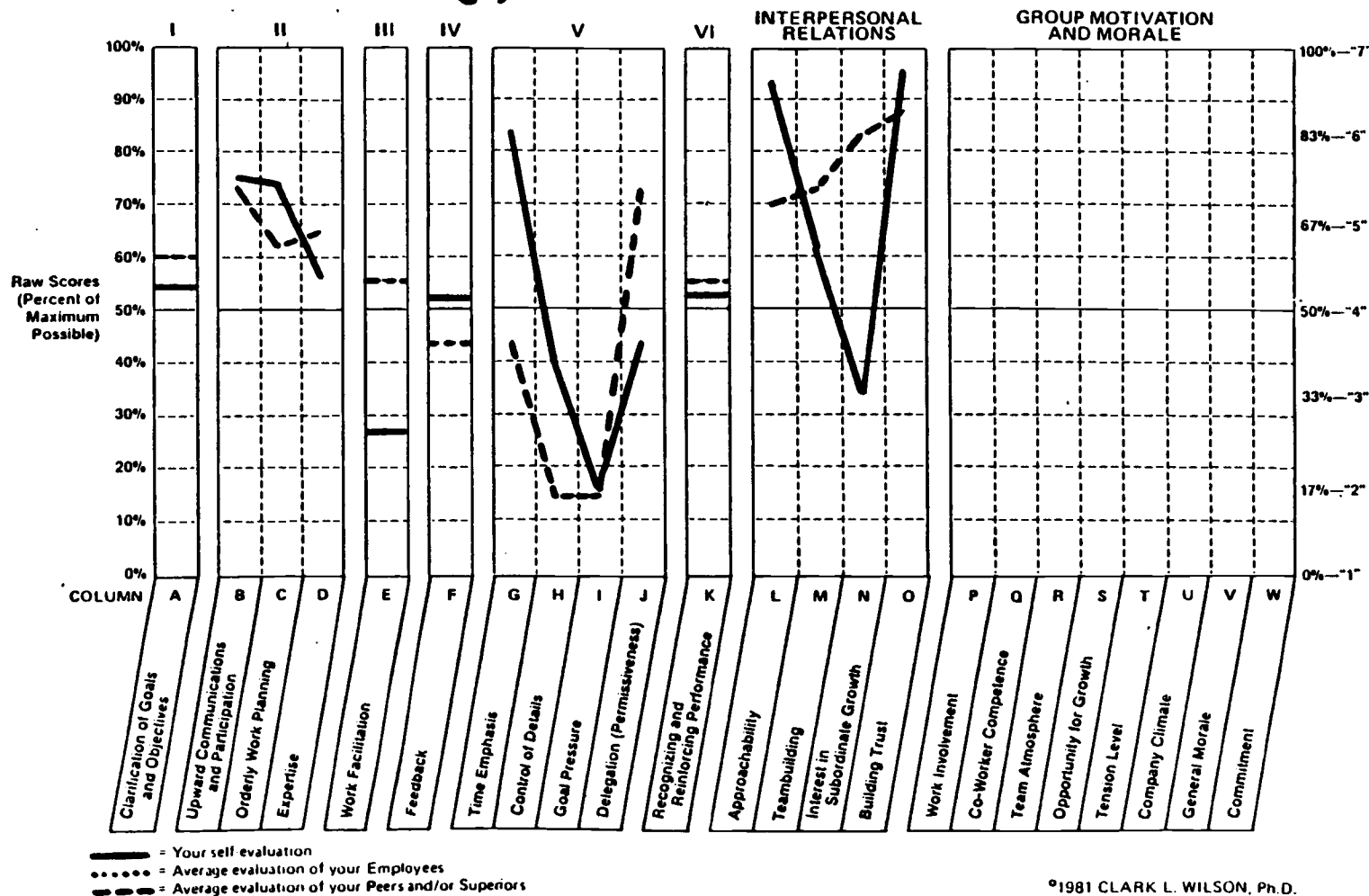
## RAW SCORE PLOT

Name

14 (N)

Date

CODE



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# MANAGERIAL TASK CYCLE PHASES

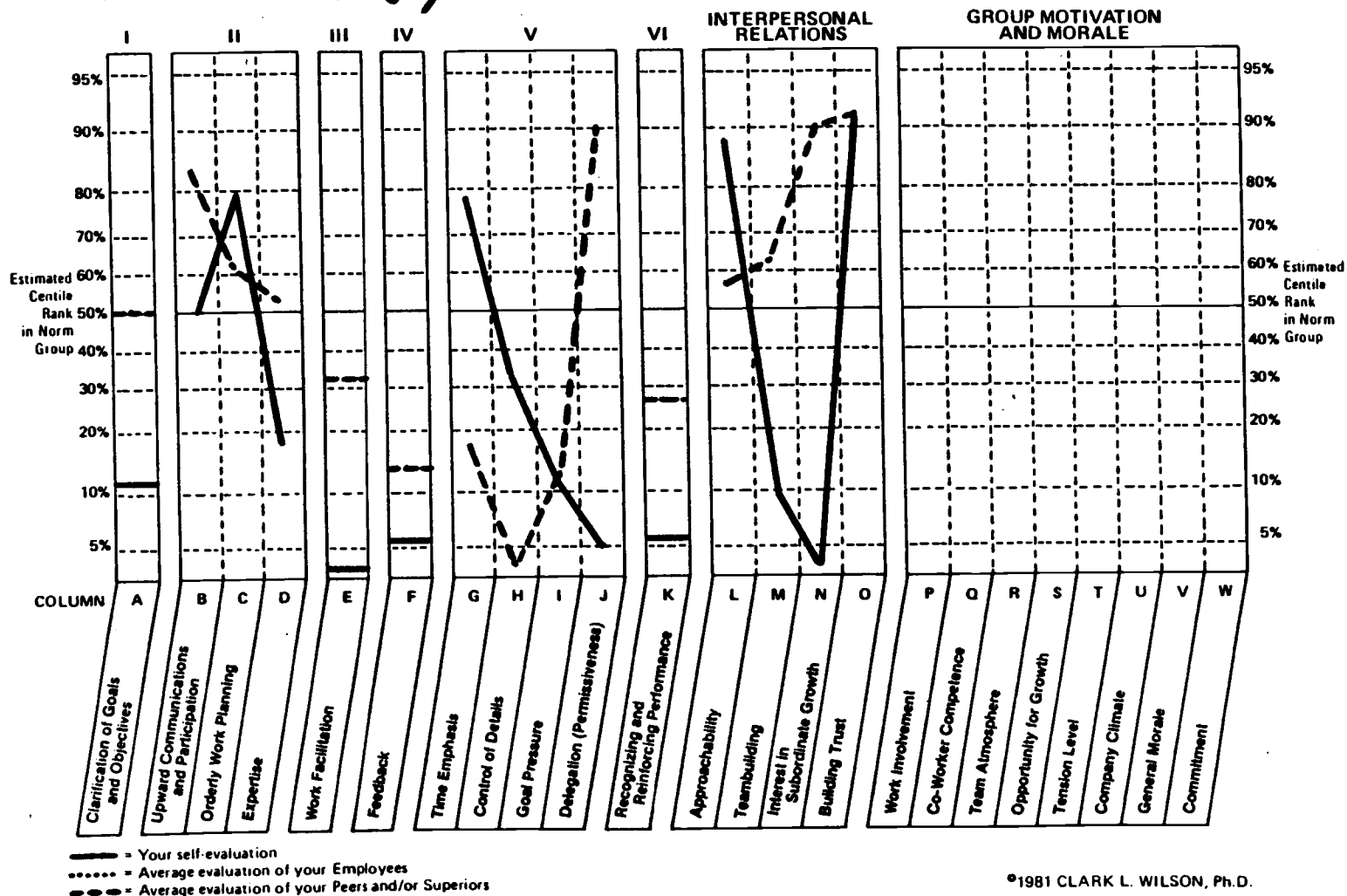
- I Making goals clear and important
- II Planning and problem solving
- III Facilitating work
- IV Obtaining and providing feedback
- V Exercising control
- VI Reinforcing performance

## YOUR MANAGEMENT SURVEY FEEDBACK

From the Clark Wilson Survey of Management Practices (JE)

Name 14(N)

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 REPORT FOR: 14n

Rating by MANAGER SELF

		CLR	UPW	PLN	XPT	FAC	FED	TIM	DET	PRS	DEL	REC	APP	TEM	GRO	TRS
		55	75	74	57	28	52	83	40	17	42	52	93	61	35	96
Norm	Mn	70	75	61	69	72	71	71	46	36	62	75	77	77	77	79
Norm	Sd	13	12	16	13	12	12	16	16	16	12	14	13	12	12	12
Centile		12	50	79	18	2	6	79	34	12	5	6	88	10	2	92

Rating by SUPERIOR

		CLR	UPW	PLN	XPT	FAC	FED	TIM	DET	PRS	DEL	REC	APP	TEM	GRO	TRS
		60	73	62	64	56	44	44	13	14	72	55	70	72	83	88
Norm	Mn	60	61	58	62	63	61	58	45	36	57	64	66	67	65	67
Norm	Sd	15	12	14	18	14	16	15	16	19	12	14	19	17	14	15
Centile		50	84	62	54	31	14	18	2	12	90	27	58	62	90	92

**MANAGERIAL TASK CYCLE PHASES**

- I Making goals clear and important
- II Planning and problem solving
- III Facilitating work
- IV Obtaining and providing feedback
- V Exercising control
- VI Reinforcing performance

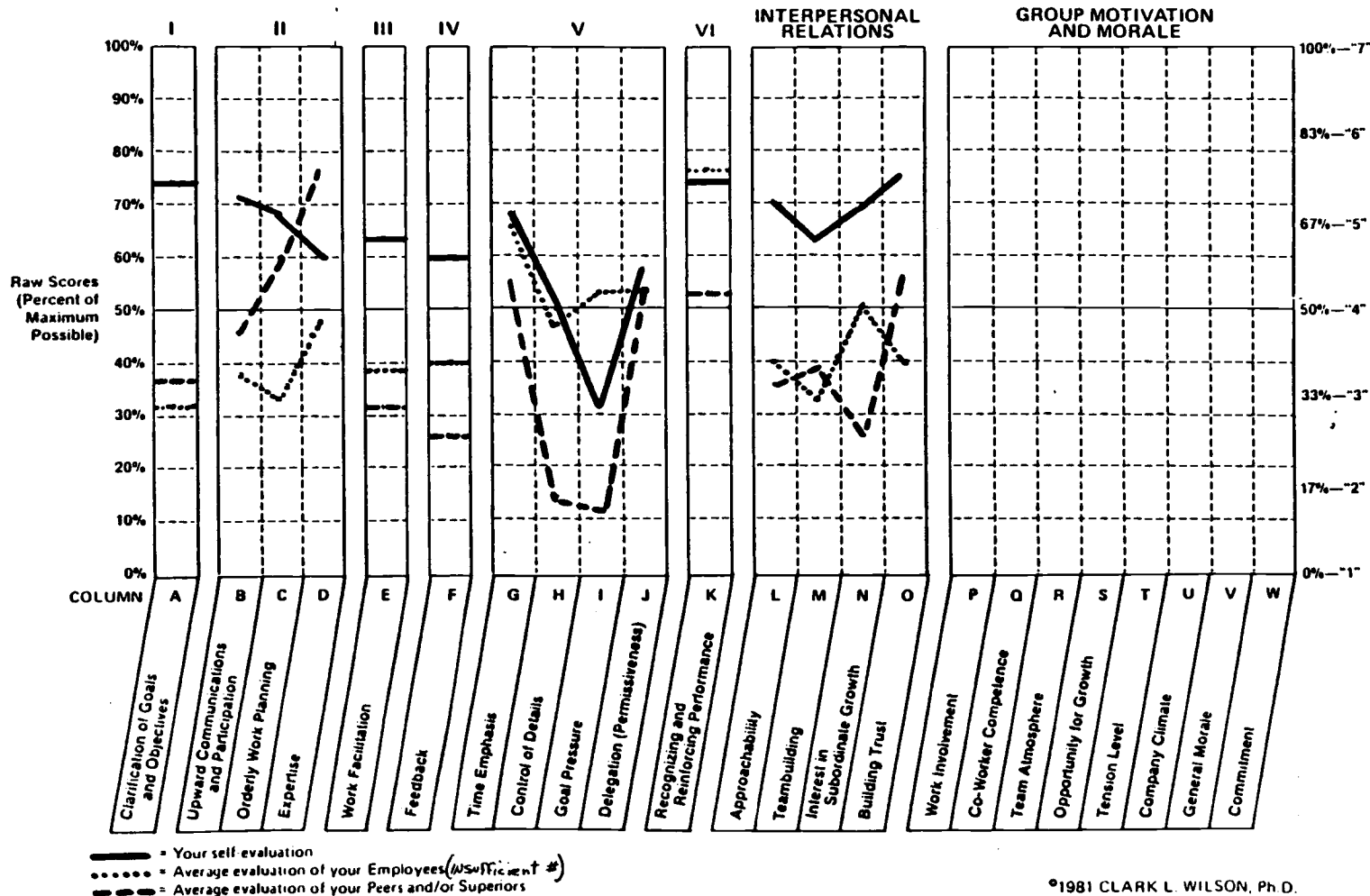
# YOUR MANAGEMENT SURVEY FEEDBACK

From the Clark Wilson Survey of Management Practices (JE)

## RAW SCORE PLOT

Name IS (0)

Date \_\_\_\_\_ CODE \_\_\_\_\_



# MANAGERIAL TASK CYCLE PHASES

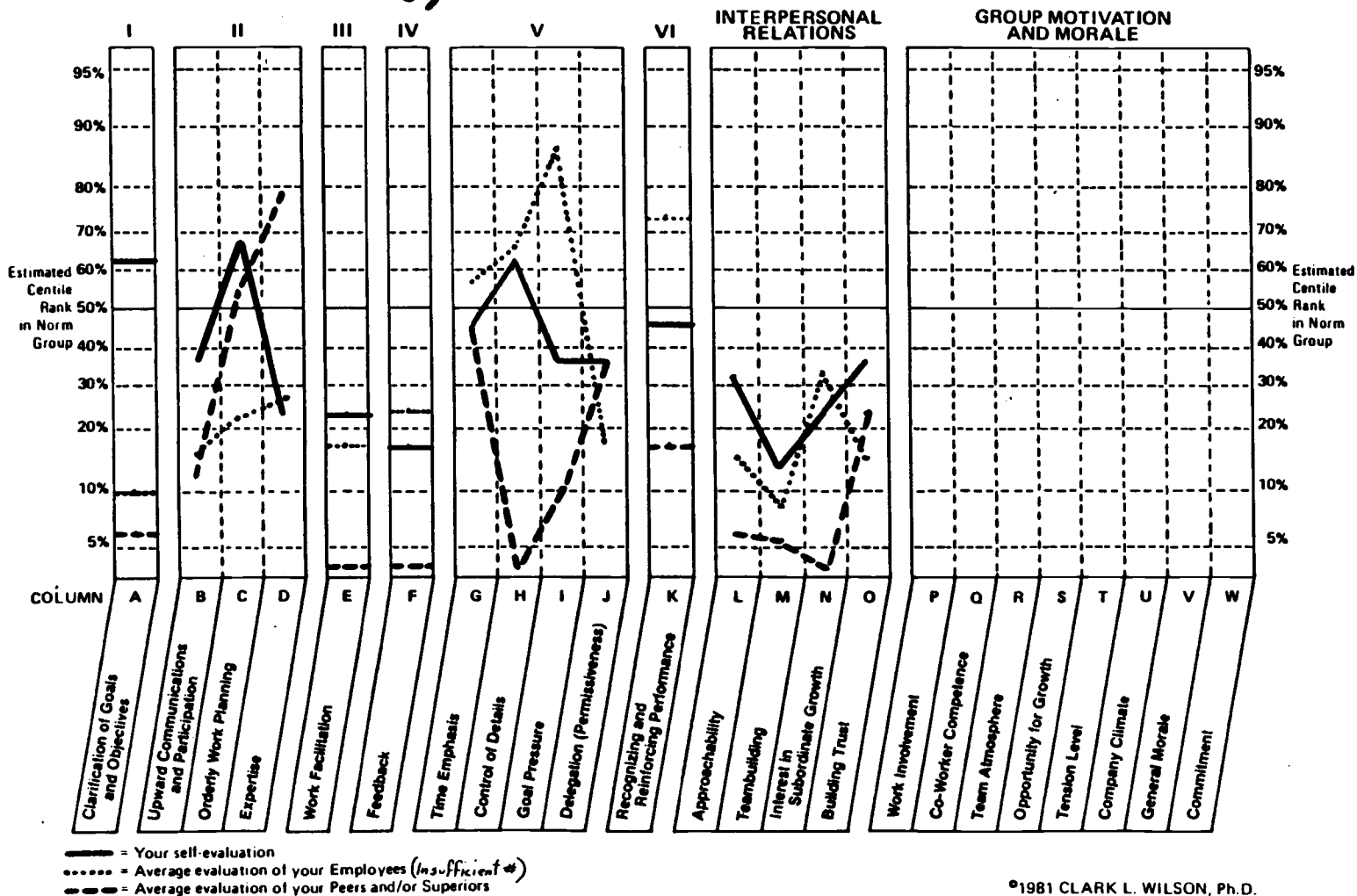
- I Making goals clear and important
- II Planning and problem solving
- III Facilitating work
- IV Obtaining and providing feedback
- V Exercising control
- VI Reinforcing performance

## YOUR MANAGEMENT SURVEY FEEDBACK

From the Clark Wilson Survey of Management Practices (JE)

Name 15(0)

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SMP-JE (General Notes)  
 REPORT FOR: 150

**Rating by MANAGER SELF**

		CLR	UPW	PLN	XPT	FAC	FED	TIM	DET	PRS	DEL	REC	APP	TEM	GRO	TRS
		74	71	69	60	64	60	69	50	31	58	74	70	64	69	75
Norm	Mn	70	75	61	69	72	71	71	46	36	62	75	77	77	77	79
Norm	Sd	13	12	16	13	12	12	16	16	16	12	14	13	12	12	12
Centile		62	38	69	24	24	18	46	62	38	38	46	31	14	24	38

**Rating by SUPERIOR**

		CLR	UPW	PLN	XPT	FAC	FED	TIM	DET	PRS	DEL	REC	APP	TEM	GRO	TRS
		38	46	60	76	31	27	56	13	11	53	52	37	39	27	56
Norm	Mn	60	61	58	62	63	61	58	45	36	57	64	66	67	65	67
Norm	Sd	15	12	14	18	14	16	15	16	19	12	14	19	17	14	15
Centile		7	12	54	79	2	2	46	2	10	38	18	7	6	2	24

**Rating by EMPLOYEES**

		CLR	UPW	PLN	XPT	FAC	FED	TIM	DET	PRS	DEL	REC	APP	TEM	GRO	TRS
		31	38	33	48	39	40	67	47	53	53	76	40	33	50	40
Norm	Mn	58	59	49	61	57	56	63	40	33	67	61	64	62	60	62
Norm	Sd	20	20	20	23	20	23	19	18	18	16	24	25	20	22	23
Centile		10	16	21	27	18	24	58	66	86	18	73	16	8	31	16

# MANAGERIAL TASK CYCLE PHASES

- I Making goals clear and important
- II Planning and problem solving
- III Facilitating work
- IV Obtaining and providing feedback
- V Exercising control
- VI Reinforcing performance

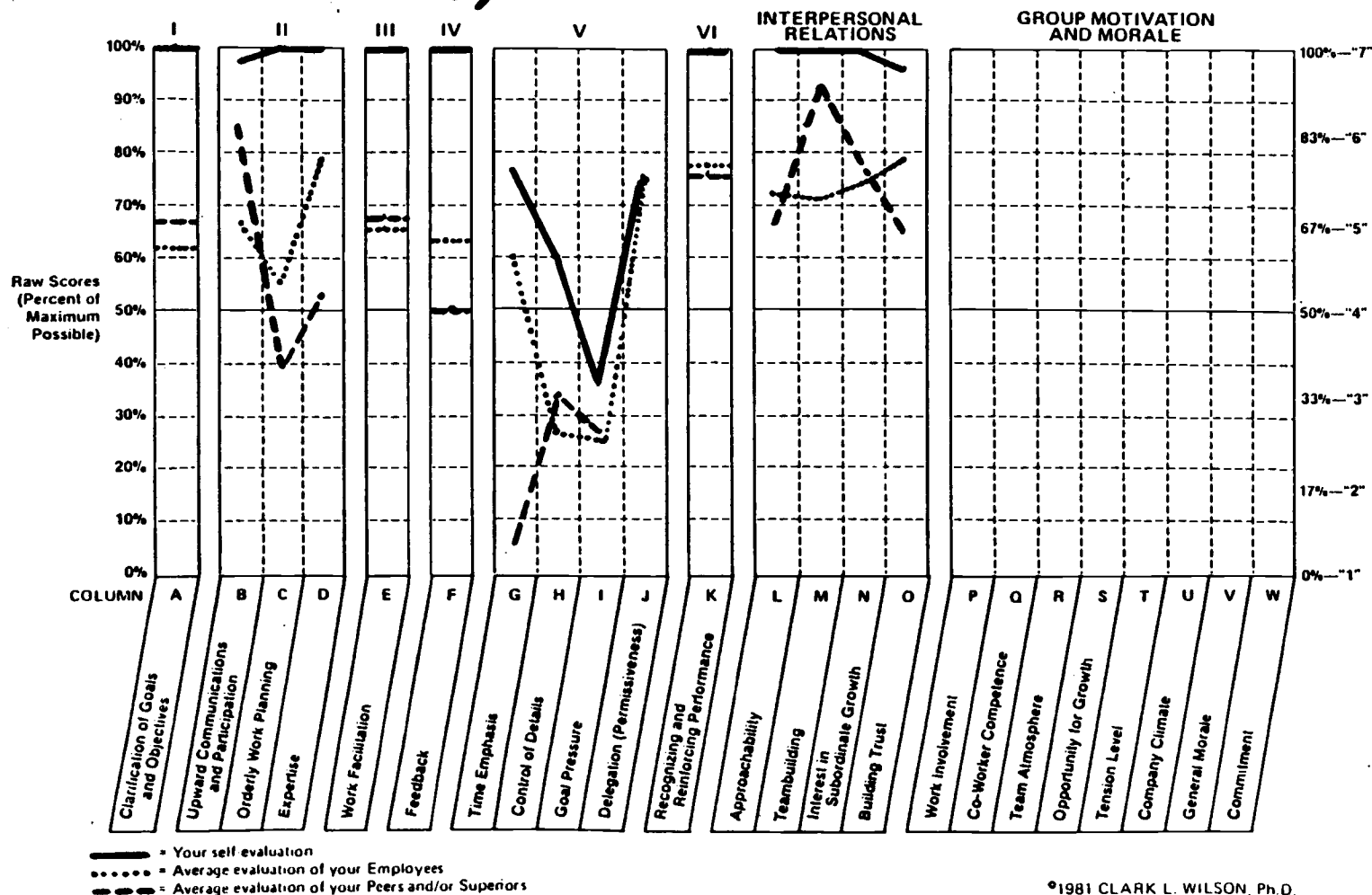
## YOUR MANAGEMENT SURVEY FEEDBACK

From the Clark Wilson Survey of Management Practices (JE)

## RAW SCORE PLOT

Name **16(P)**

Date \_\_\_\_\_ CODE \_\_\_\_\_



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# MANAGERIAL TASK CYCLE PHASES

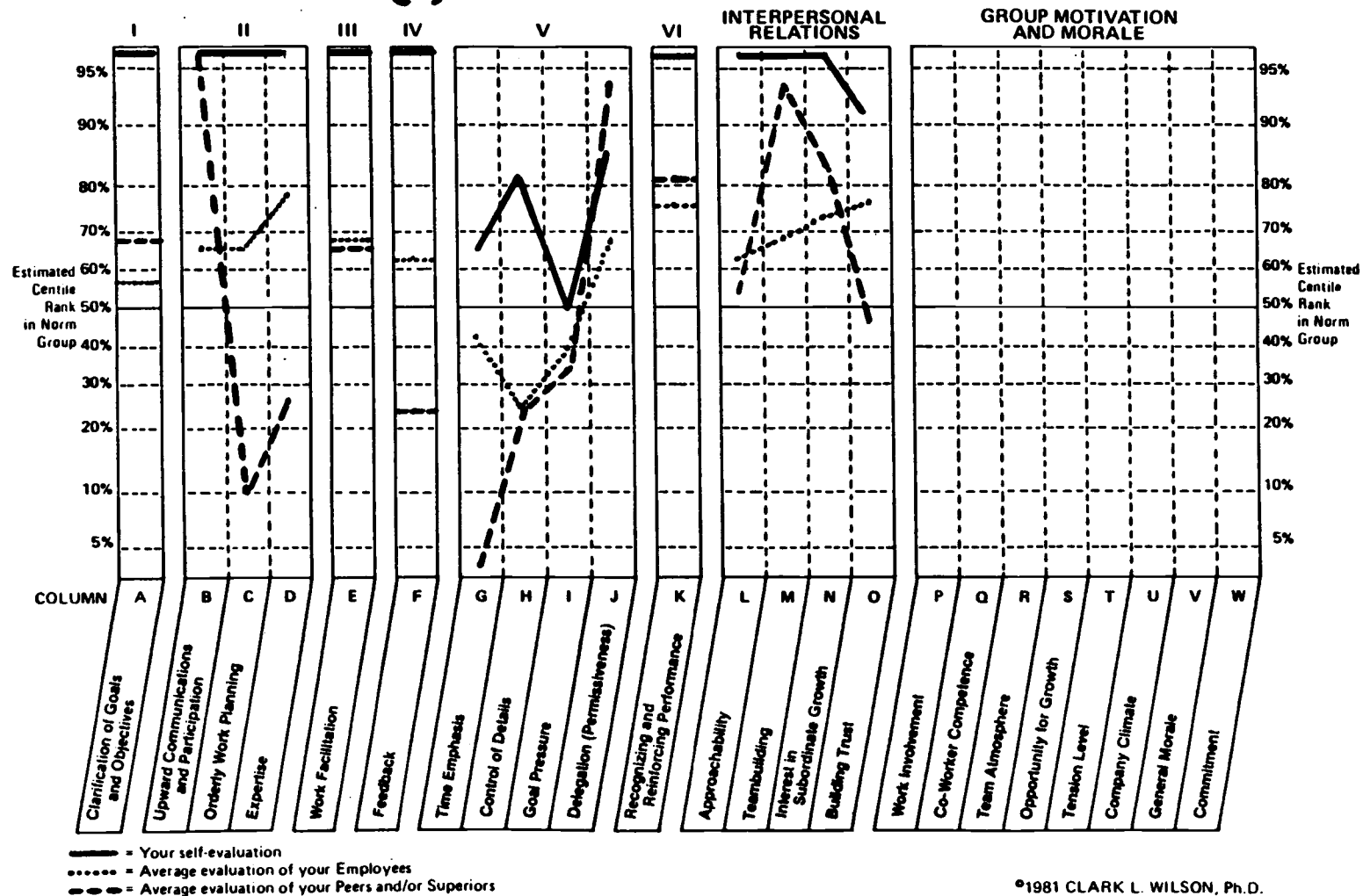
- I Making goals clear and important
- II Planning and problem solving
- III Facilitating work
- IV Obtaining and providing feedback
- V Exercising control
- VI Reinforcing performance

## YOUR MANAGEMENT SURVEY FEEDBACK

From the Clark Wilson Survey of Management Practices (JE)

Name **16(P)**

Date \_\_\_\_\_ CODE \_\_\_\_\_



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**REPORT FOR: 16p**

**Rating by MANAGER SELF**

		CLR	UPW	PLN	XPT	FAC	FED	TIM	DET	PRS	DEL	REC	APP	TEM	GRO	TRS
		100	98	100	100	100	100	78	60	36	75	100	100	100	100	96
Norm	Mn	70	75	61	69	72	71	71	46	36	62	75	77	77	77	79
Norm	Sd	13	12	16	13	12	12	16	16	16	12	14	13	12	12	12
Centile		98	98	98	98	98	98	66	81	50	86	98	98	98	98	92

**Rating by SUPERIOR**

		CLR	UPW	PLN	XPT	FAC	FED	TIM	DET	PRS	DEL	REC	APP	TEM	GRO	TRS
		67	85	40	52	69	50	6	33	28	75	76	67	92	79	65
Norm	Mn	60	61	58	62	63	61	58	45	36	57	64	66	67	65	67
Norm	Sd	15	12	14	18	14	16	15	16	19	12	14	19	17	14	15
Centile		69	98	10	27	66	24	2	24	34	93	81	54	93	84	46

**Rating by EMPLOYEES**

		CLR	UPW	PLN	XPT	FAC	FED	TIM	DET	PRS	DEL	REC	APP	TEM	GRO	TRS
		17	21	29	50	22	29	61	27	61	39	36	17	22	21	40
		79	98	71	95	83	79	42	17	0	92	98	100	92	100	96
		86	81	69	93	97	85	78	40	19	94	100	100	100	100	100
Average		61	67	56	79	67	64	60	28	27	75	78	72	71	74	79
St. Dev.		31	33	19	21	33	25	15	9	25	25	30	39	35	37	27
Norm	Mn	58	59	49	61	57	56	63	40	33	67	61	64	62	60	62
Norm	Sd	20	20	20	23	20	23	19	18	18	16	24	25	20	22	23
Centile		58	66	66	79	69	62	42	24	38	69	76	62	69	73	76

# MANAGERIAL TASK CYCLE PHASES

- I Making goals clear and important
- II Planning and problem solving
- III Facilitating work
- IV Obtaining and providing feedback
- V Exercising control
- VI Reinforcing performance

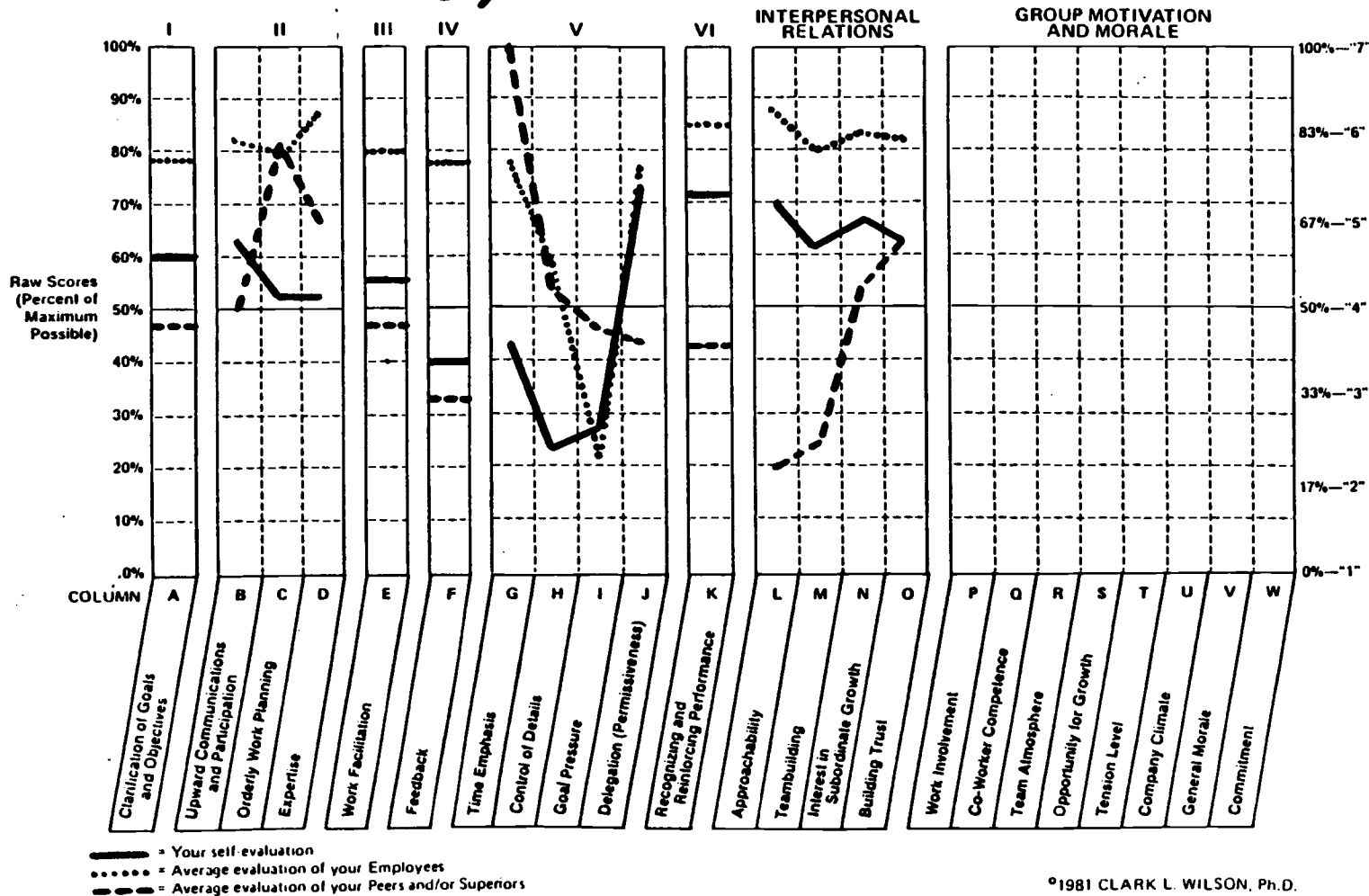
## YOUR MANAGEMENT SURVEY FEEDBACK

From the Clark Wilson Survey of Management Practices (JE)

## RAW SCORE PLOT

Name **17(Q)**

Date \_\_\_\_\_ CODE \_\_\_\_\_





# MANAGERIAL TASK CYCLE PHASES

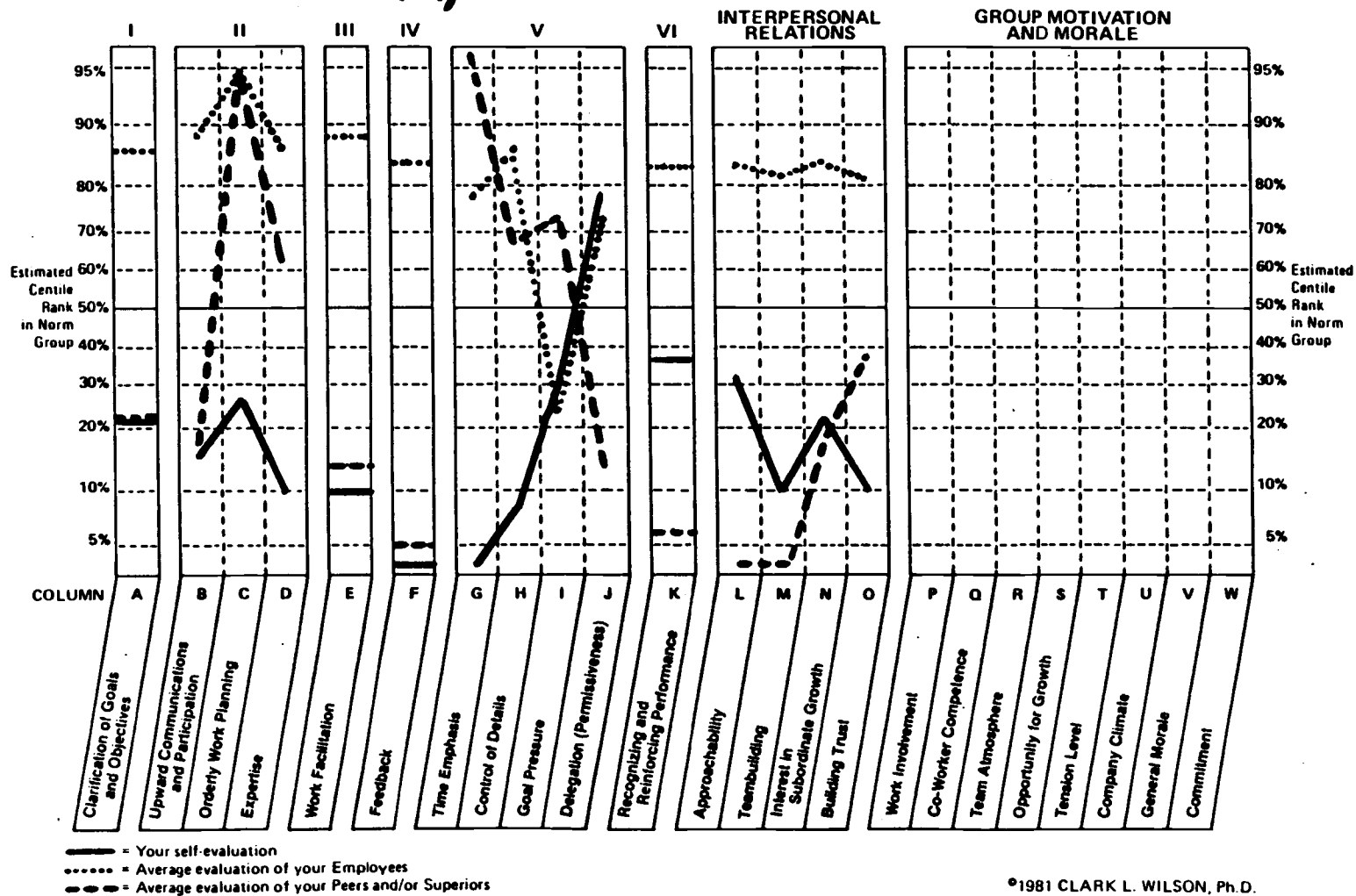
- I Making goals clear and important
- II Planning and problem solving
- III Facilitating work
- IV Obtaining and providing feedback
- V Exercising control
- VI Reinforcing performance

## YOUR MANAGEMENT SURVEY FEEDBACK

From the Clark Wilson Survey of Management Practices (JE)

Name **17(Q)**

Date \_\_\_\_\_ CODE \_\_\_\_\_



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**REPORT FOR: 17q**

**Rating by MANAGER SELF**

		CLR	UPW	PLN	XPT	FAC	FED	TIM	DET	PRS	DEL	REC	APP	TEM	GRO	TRS
		60	63	52	52	56	40	42	23	28	72	71	70	61	67	63
Norm	Mn	70	75	61	69	72	71	71	46	36	62	75	77	77	77	79
Norm	Sd	13	12	16	13	12	12	16	16	16	12	14	13	12	12	12
Centile		21	16	27	10	10	2	2	8	31	79	38	31	10	21	10

**Rating by SUPERIOR**

		CLR	UPW	PLN	XPT	FAC	FED	TIM	DET	PRS	DEL	REC	APP	TEM	GRO	TRS
		48	50	81	67	47	33	100	53	47	44	43	20	25	52	63
Norm	Mn	60	61	58	62	63	61	58	45	36	57	64	66	67	65	67
Norm	Sd	15	12	14	18	14	16	15	16	19	12	14	19	17	14	15
Centile		21	18	94	62	14	5	98	69	73	14	7	2	2	18	38

**Rating by EMPLOYEES**

		CLR	UPW	PLN	XPT	FAC	FED	TIM	DET	PRS	DEL	REC	APP	TEM	GRO	TRS
		69	73	67	83	69	69	78	43	31	69	83	80	75	73	75
		83	83	83	81	83	79	72	63	3	81	83	83	78	85	83
		86	90	90	98	89	85	83	70	28	81	88	100	86	90	88
Average		79	82	80	87	80	78	78	59	21	77	85	88	80	83	82
St. Dev.		7	7	10	8	8	7	4	11	13	6	2	9	5	7	5
Norm	Mn	58	59	49	61	57	56	63	40	33	67	61	64	62	60	62
Norm	Sd	20	20	20	23	20	23	19	18	18	16	24	25	20	22	23
Centile		86	88	94	86	88	84	79	86	24	73	84	84	81	84	81

# MANAGERIAL TASK CYCLE PHASES

- I Making goals clear and important
- II Planning and problem solving
- III Facilitating work
- IV Obtaining and providing feedback
- V Exercising control
- VI Reinforcing performance

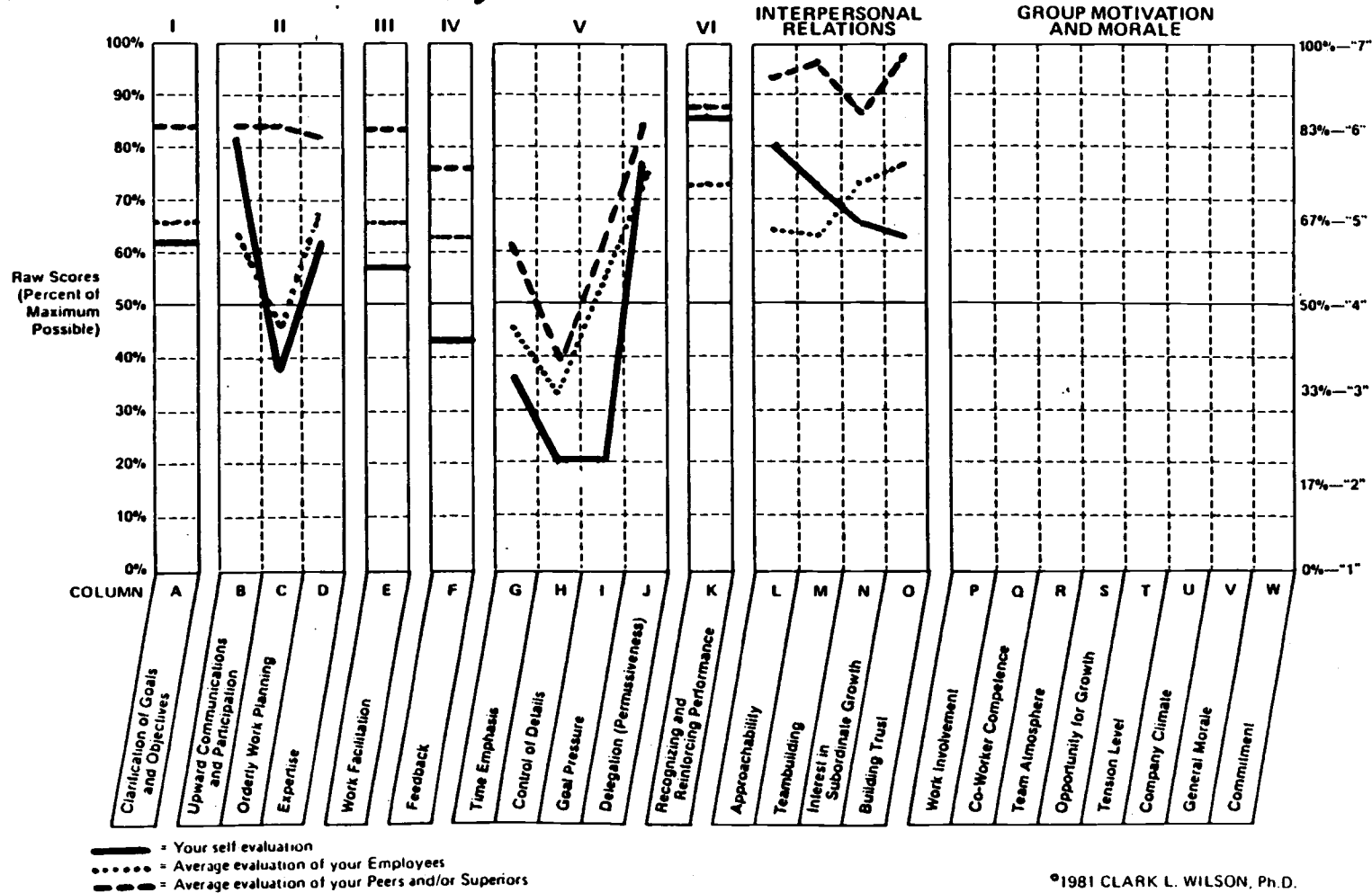
## YOUR MANAGEMENT SURVEY FEEDBACK

From the Clark Wilson Survey of Management Practices (JE)

## RAW SCORE PLOT

Name 12(R)

Date \_\_\_\_\_ CODE \_\_\_\_\_



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# MANAGERIAL TASK CYCLE PHASES

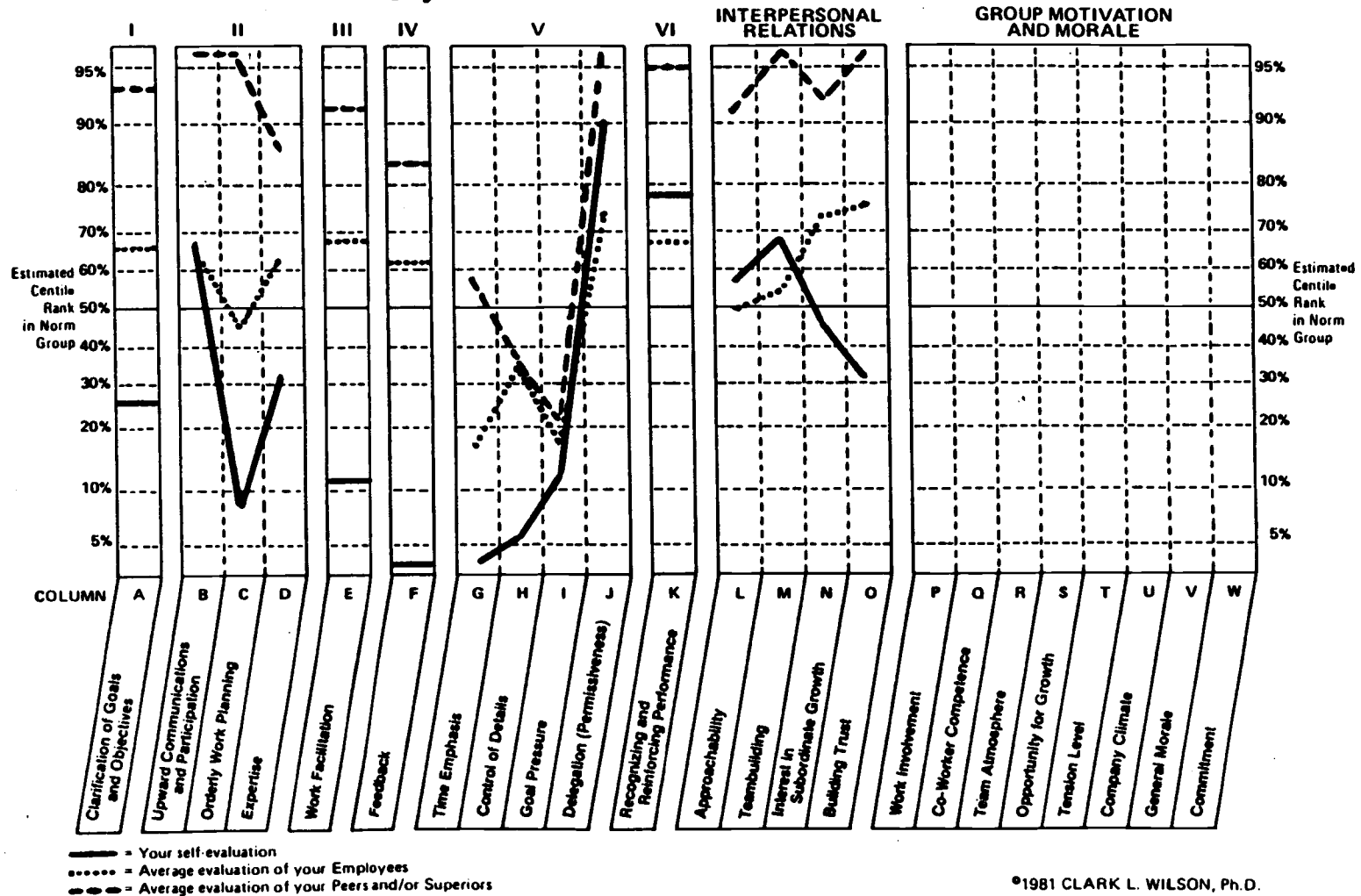
- I Making goals clear and important
- II Planning and problem solving
- III Facilitating work
- IV Obtaining and providing feedback
- V Exercising control
- VI Reinforcing performance

## YOUR MANAGEMENT SURVEY FEEDBACK

From the Clark Wilson Survey of Management Practices (JE)

Name 18(R)

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 REPORT FOR: 18r

**Rating by MANAGER SELF**

		CLR	UPW	PLN	XPT	FAC	FED	TIM	DET	PRS	DEL	REC	APP	TEM	GRO	TRS
		62	81	38	62	58	44	36	20	17	78	86	80	83	76	73
Norm	Mn	70	75	61	69	72	71	71	46	36	62	75	77	77	77	79
Norm	Sd	13	12	16	13	12	12	16	16	16	12	14	13	12	12	12
Centile		27	69	8	31	12	2	2	6	12	90	79	58	69	46	31

**Rating by SUPERIOR**

		CLR	UPW	PLN	XPT	FAC	FED	TIM	DET	PRS	DEL	REC	APP	TEM	GRO	TRS
		83	83	83	81	83	77	61	40	20	83	88	93	97	88	98
Norm	Mn	60	61	58	62	63	61	58	45	36	57	64	66	67	65	67
Norm	Sd	15	12	14	18	14	16	15	16	19	12	14	19	17	14	15
Centile		93	98	98	86	92	84	58	38	21	98	95	92	98	94	98

**Rating by EMPLOYEES**

		CLR	UPW	PLN	XPT	FAC	FED	TIM	DET	PRS	DEL	REC	APP	TEM	GRO	TRS
		76	79	33	69	78	71	33	17	17	86	83	83	72	88	85
		50	48	40	55	50	44	47	20	22	69	55	40	50	60	71
		71	65	67	81	72	73	58	63	11	72	81	73	69	71	75
Average		66	64	47	68	67	63	46	33	17	76	73	65	64	73	77
St. Dev.		11	13	15	11	12	13	10	21	4	7	13	18	10	12	6
Norm	Mn	58	59	49	61	57	56	63	40	33	67	61	64	62	60	62
Norm	Sd	20	20	20	23	20	23	19	18	18	16	24	25	20	22	23
Centile		66	62	46	62	69	62	18	34	18	73	69	50	54	73	76

# MANAGERIAL TASK CYCLE PHASES

- I Making goals clear and important
- II Planning and problem solving
- III Facilitating work
- IV Obtaining and providing feedback
- V Exercising control
- VI Reinforcing performance

## YOUR MANAGEMENT SURVEY FEEDBACK

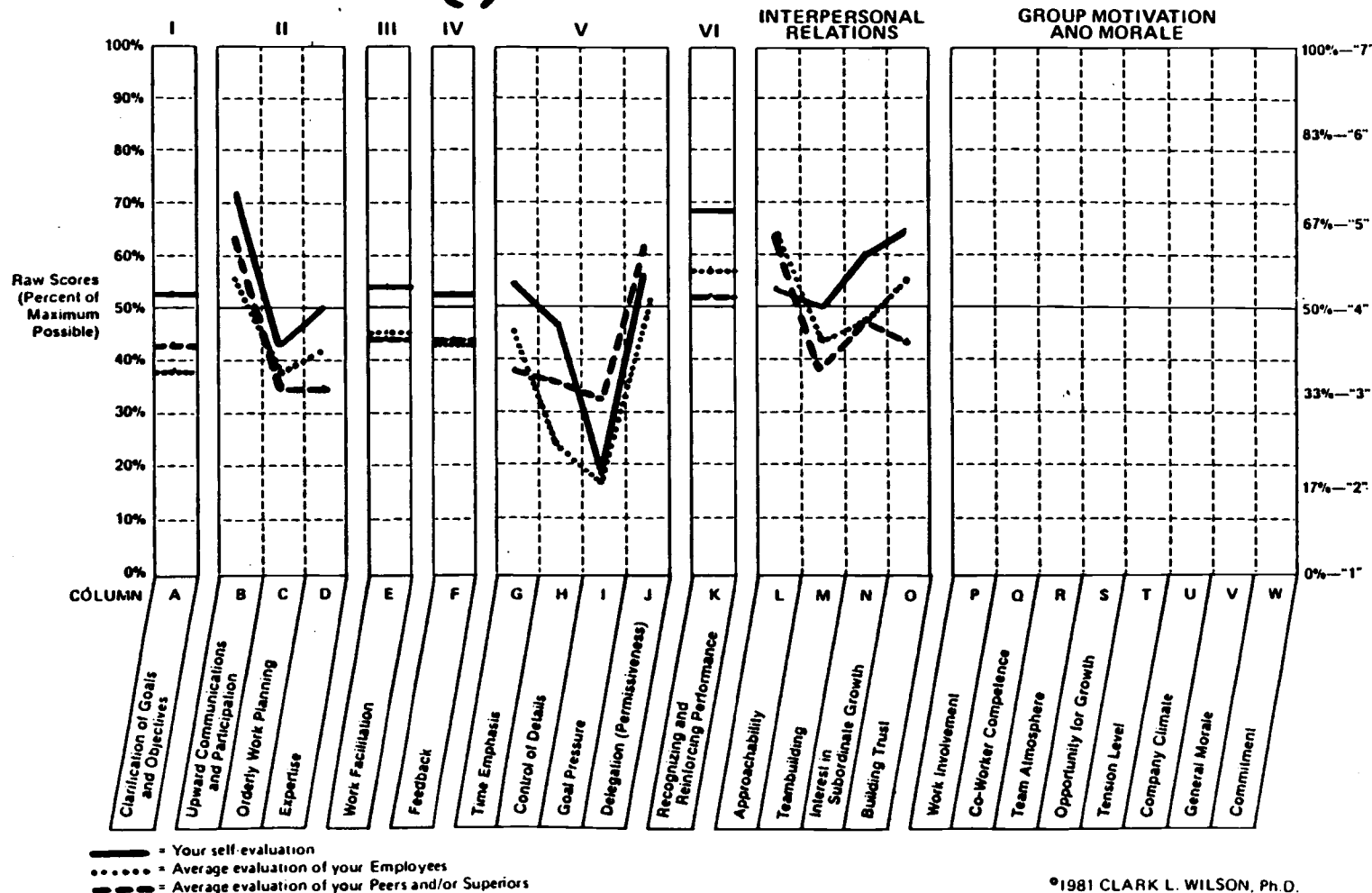
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## RAW SCORE PLOT

Name 19(S)

Date \_\_\_\_\_

CODE \_\_\_\_\_



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# MANAGERIAL TASK CYCLE PHASES

- I Making goals clear and important
- II Planning and problem solving
- III Facilitating work
- IV Obtaining and providing feedback
- V Exercising control
- VI Reinforcing performance

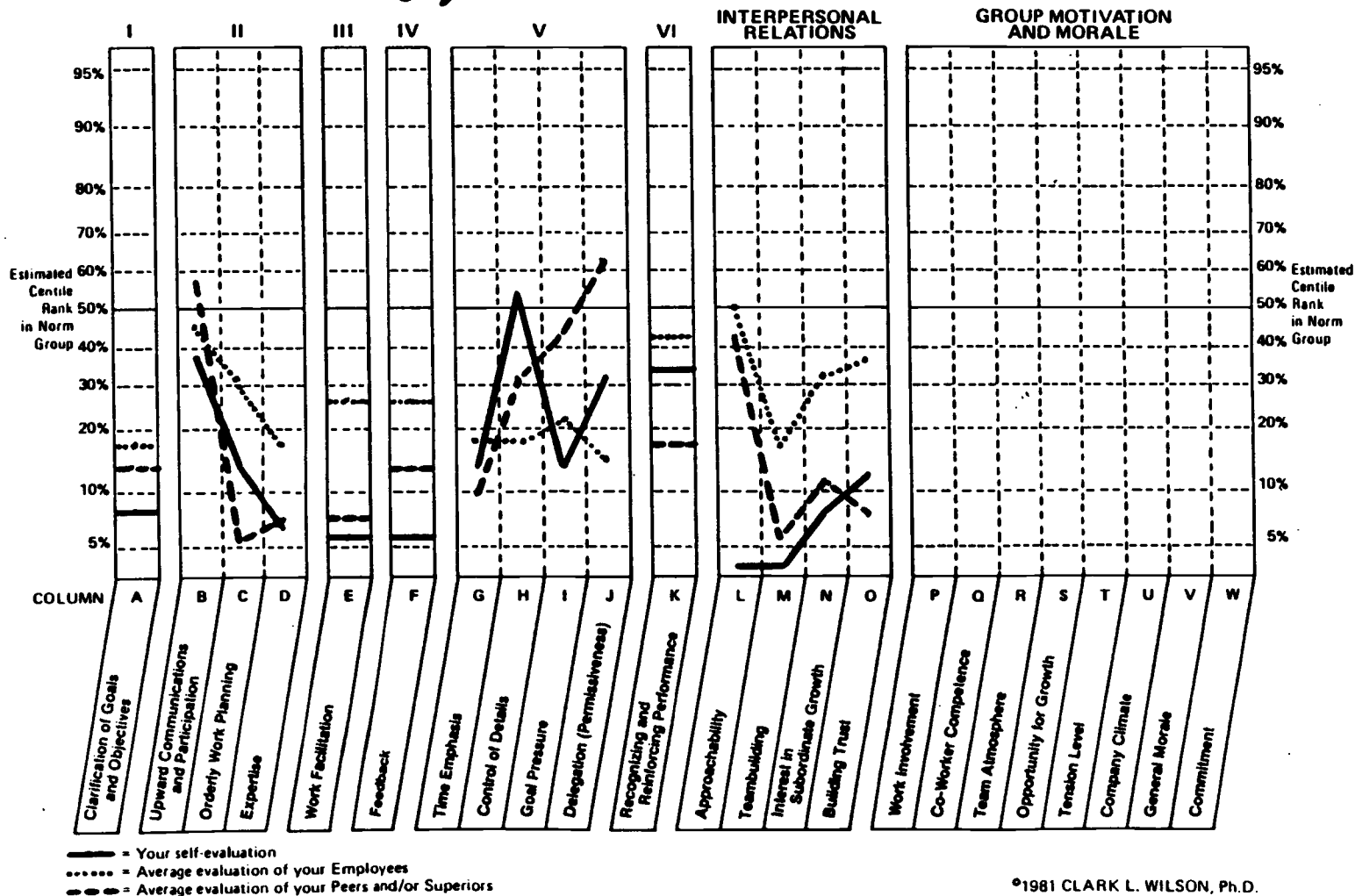
## YOUR MANAGEMENT SURVEY FEEDBACK

From the Clark Wilson Survey of Management Practices (JE)

Name 19(S)

Date \_\_\_\_\_

CODE \_\_\_\_\_



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 REPORT FOR: 19s

Rating by MANAGER SELF

		CLR	UPW	PLN	XPT	FAC	FED	TIM	DET	PRS	DEL	REC	APP	TEM	GRD	TRS
		52	71	43	50	53	52	53	47	19	56	69	53	50	60	65
Norm	Mn	70	75	61	69	72	71	71	46	36	62	75	77	77	77	79
Norm	Sd	13	12	16	13	12	12	16	16	16	12	14	13	12	12	12
Centile		8	38	14	7	6	6	14	54	14	31	34	2	2	8	12

Rating by SUPERIOR

		CLR	UPW	PLN	XPT	FAC	FED	TIM	DET	PRS	DEL	REC	APP	TEM	GRD	TRS
		43	63	36	36	44	44	39	37	33	61	52	63	39	48	44
Norm	Mn	60	61	58	62	63	61	58	45	36	57	64	66	67	65	67
Norm	Sd	15	12	14	18	14	16	15	16	19	12	14	19	17	14	15
Centile		14	58	6	8	8	14	10	31	42	62	18	42	6	12	7

Rating by EMPLOYEES

		CLR	UPW	PLN	XPT	FAC	FED	TIM	DET	PRS	DEL	REC	APP	TEM	GRD	TRS
		0	29	5	0	3	4	14	3	3	28	36	43	19	15	13
		43	67	48	55	64	67	56	30	19	67	71	70	56	63	71
		74	71	62	69	67	58	64	40	31	58	64	80	56	67	81
Average		39	56	38	41	45	43	45	24	18	51	57	64	44	48	55
St. Dev.		30	19	24	30	29	28	22	16	11	17	15	16	17	24	30
Norm	Mn	58	59	49	61	57	56	63	40	33	67	61	64	62	60	62
Norm	Sd	20	20	20	23	20	23	19	18	18	16	24	25	20	22	23
Centile		18	46	31	18	27	27	18	18	21	16	42	50	18	31	38



# MANAGERIAL TASK CYCLE PHASES

- I Making goals clear and important
- II Planning and problem solving
- III Facilitating work
- IV Obtaining and providing feedback
- V Exercising control
- VI Reinforcing performance

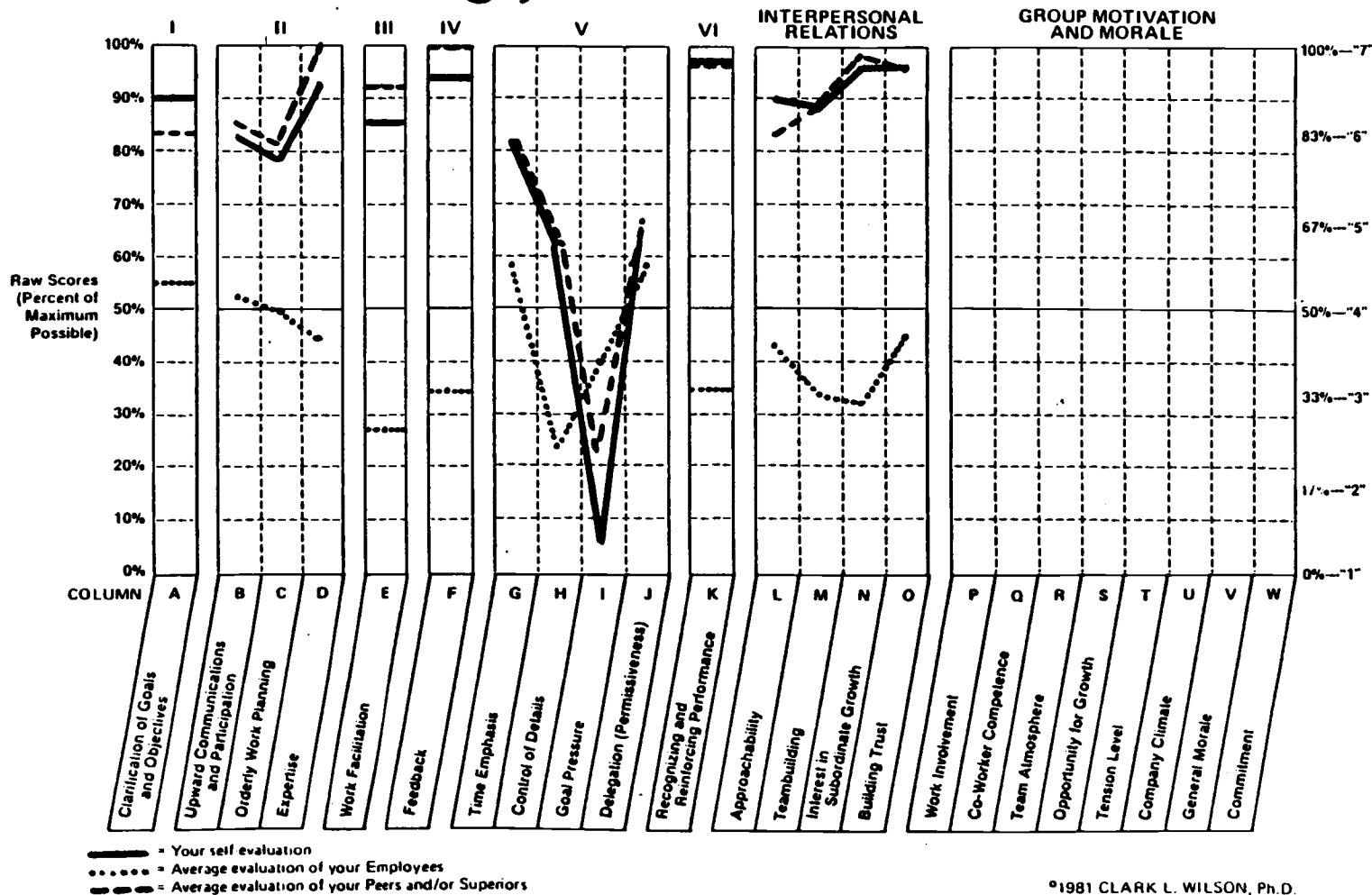
## YOUR MANAGEMENT SURVEY FEEDBACK

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## RAW SCORE PLOT

Name **20(T)**

Date \_\_\_\_\_ CODE \_\_\_\_\_



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# MANAGERIAL TASK CYCLE PHASES

- I Making goals clear and important
- II Planning and problem solving
- III Facilitating work
- IV Obtaining and providing feedback
- V Exercising control
- VI Reinforcing performance

## YOUR MANAGEMENT SURVEY FEEDBACK

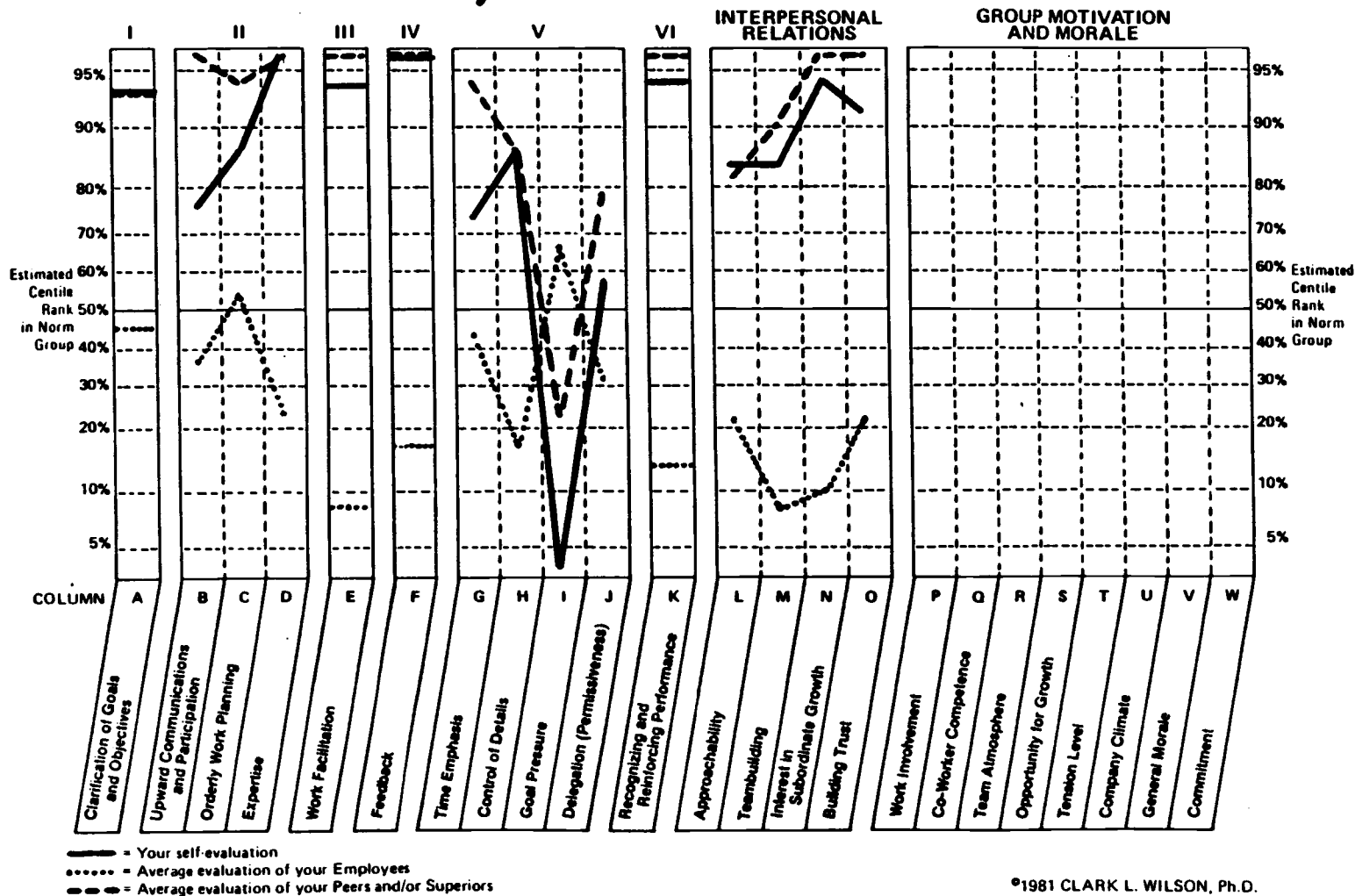
From the Clark Wilson Survey of Management Practices (JE)

Name

20(T)

Date

CODE



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SMP-JE (General Notes)  
 REPORT FOR: 20t

**Rating by MANAGER SELF**

		CLR	UPW	PLN	IPT	FAC	FED	TIM	DET	PRS	DEL	REC	APP	TEM	GRO	TRS
		90	83	79	93	86	94	81	63	6	64	98	90	89	96	96
Norm	Mn	70	75	61	69	72	71	71	46	36	62	75	77	77	77	79
Norm	Sd	13	12	16	13	12	12	16	16	16	12	14	13	12	12	12
Centile		93	76	86	98	88	98	73	86	2	58	94	84	84	94	92

**Rating by SUPERIOR**

		CLR	UPW	PLN	IPT	FAC	FED	TIM	DET	PRS	DEL	REC	APP	TEM	GRO	TRS
		83	85	81	100	92	100	81	63	22	67	98	83	89	98	96
Norm	Mn	60	61	58	62	63	61	58	45	36	57	64	66	67	65	67
Norm	Sd	15	12	14	18	14	16	15	16	19	12	14	19	17	14	15
Centile		93	98	94	98	98	98	93	86	24	79	98	81	90	98	98

**Rating by EMPLOYEES**

		CLR	UPW	PLN	IPT	FAC	FED	TIM	DET	PRS	DEL	REC	APP	TEM	GRO	TRS
		74	77	60	67	50	63	47	23	17	75	62	80	69	56	77
		74	58	69	67	50	40	64	37	39	47	33	37	50	35	67
		40	42	33	36	33	33	44	23	72	39	24	7	11	31	33
		45	42	43	40	36	35	47	33	44	50	50	47	39	48	42
		38	42	33	29	3	23	56	7	19	44	26	60	19	13	38
		60	35	57	33	8	15	72	17	64	83	2	0	8	0	5
		62	71	57	45	14	38	81	30	28	72	48	73	44	38	44
Average		56	52	50	45	28	35	59	24	40	59	35	43	34	32	44
St. Dev.		14	15	13	15	18	14	13	9	20	16	19	29	21	18	22
Norm	Mn	58	59	49	61	57	56	63	40	33	67	61	64	62	60	62
Norm	Sd	20	20	20	23	20	23	19	18	18	16	24	25	20	22	23
Centile		46	38	54	24	8	18	42	18	66	31	14	21	8	10	21

# MANAGERIAL TASK CYCLE PHASES

- I Making goals clear and important
- II Planning and problem solving
- III Facilitating work
- IV Obtaining and providing feedback
- V Exercising control
- VI Reinforcing performance

## YOUR MANAGEMENT SURVEY FEEDBACK

From the Clark Wilson Survey of Management Practices (JE)

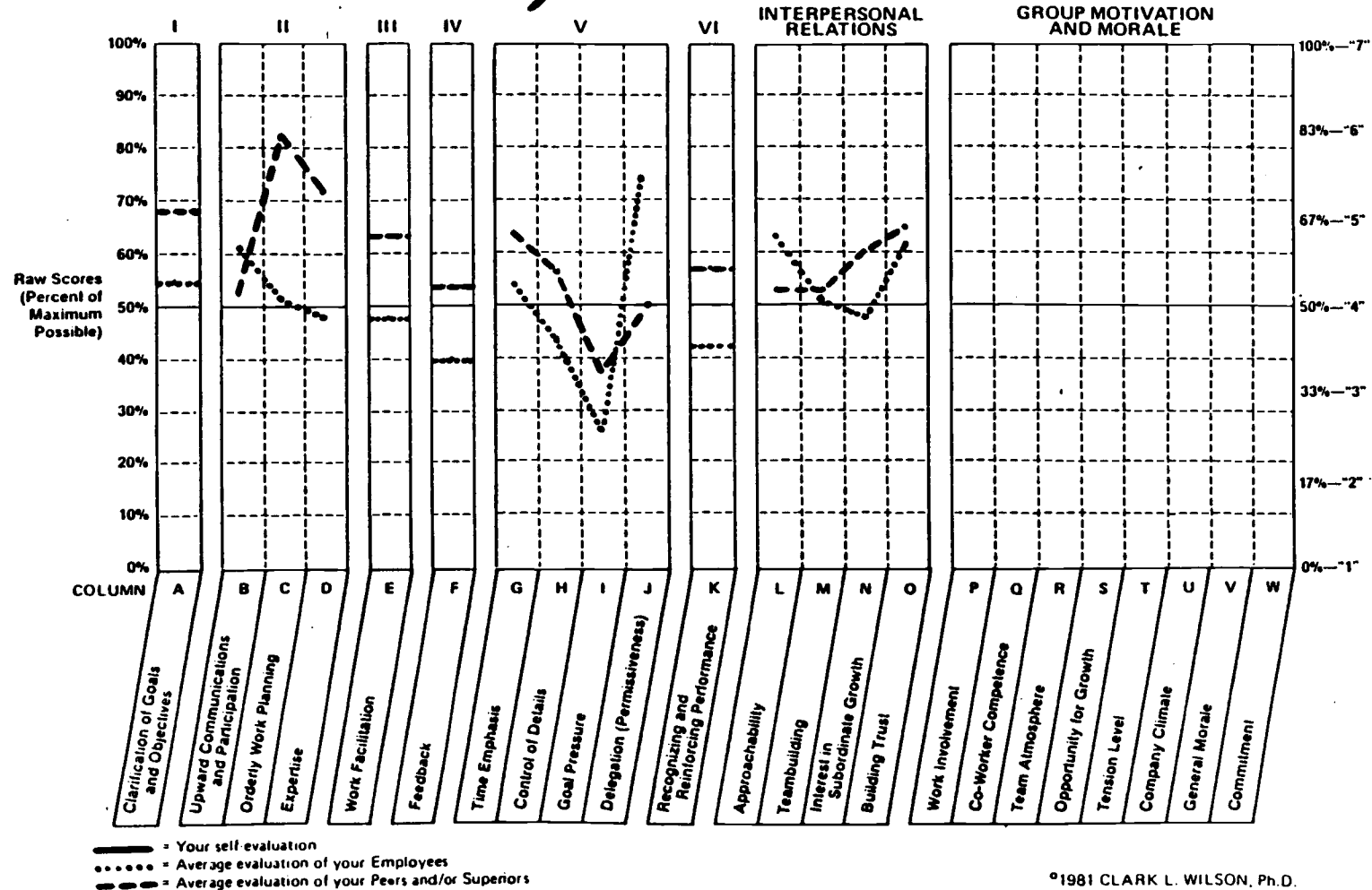
## RAW SCORE PLOT

Name

21 (U)

Date

CODE



# MANAGERIAL TASK CYCLE PHASES

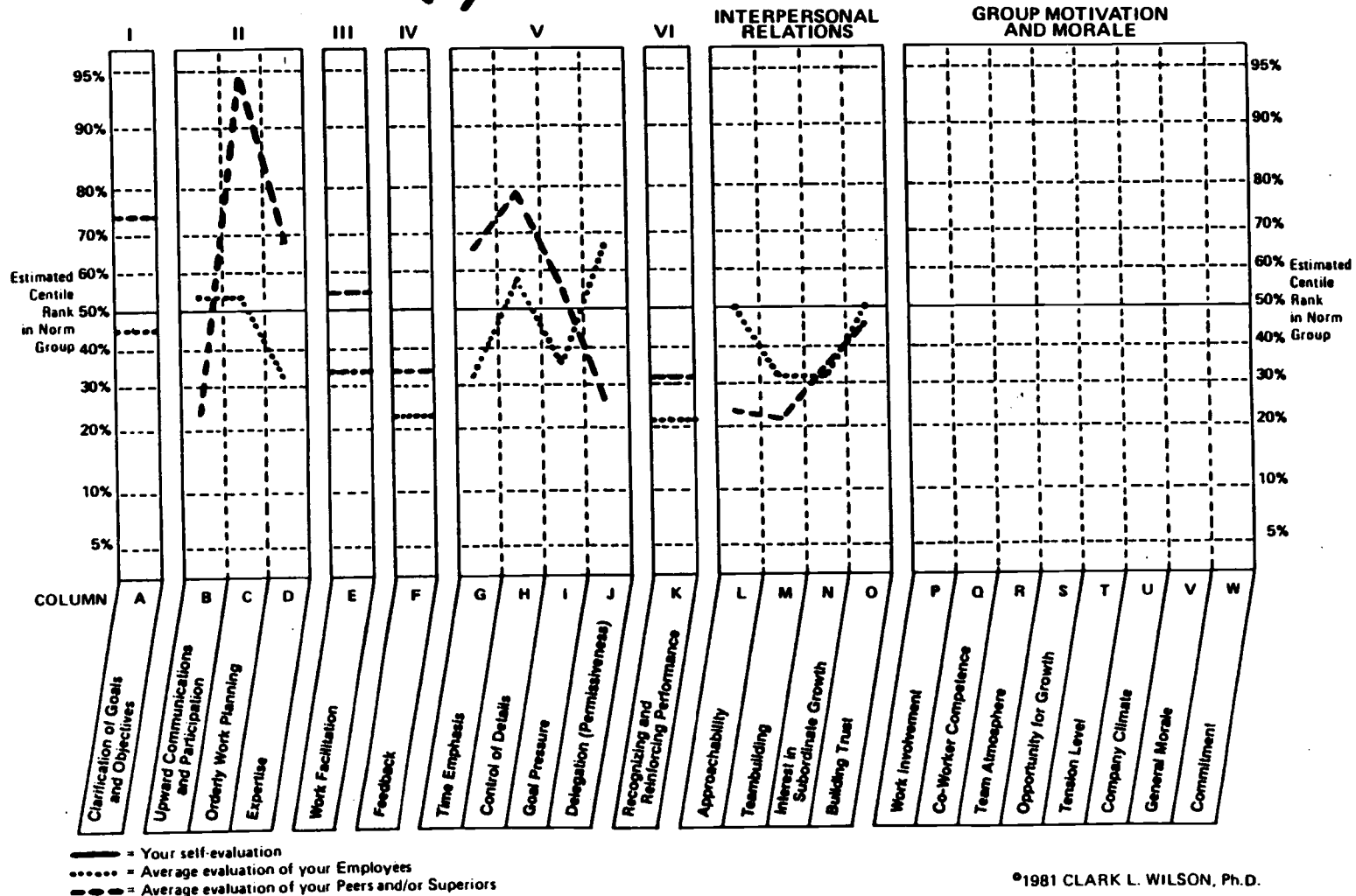
- I Making goals clear and important
- II Planning and problem solving
- III Facilitating work
- IV Obtaining and providing feedback
- V Exercising control
- VI Reinforcing performance

## YOUR MANAGEMENT SURVEY FEEDBACK

From the Clark Wilson Survey of Management Practices (JE)

Name **21(U)**

Date \_\_\_\_\_ CODE \_\_\_\_\_



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**SMP-JE (General Norms)**  
**REPORT FOR: 21u**

**Rating by SUPERIOR**

		CLR	UPW	PLN	XPT	FAC	FED	TIM	DET	PRS	DEL	REC	APP	TEM	GRD	TRS
		69	52	81	71	64	54	64	57	39	50	57	53	53	60	65
Norm	Mn	60	61	58	62	63	61	58	45	36	57	64	66	67	65	67
Norm	Sd	15	12	14	18	14	16	15	16	19	12	14	19	17	14	15
Centile		73	24	94	69	54	34	66	79	58	27	31	24	21	34	46

**Rating by EMPLOYEES**

		CLR	UPW	PLN	XPT	FAC	FED	TIM	DET	PRS	DEL	REC	APP	TEM	GRD	TRS
		62	71	40	40	56	65	56	37	33	56	71	67	61	67	54
		0	4	5	14	8	0	31	40	56	75	2	7	0	0	8
		76	79	81	69	61	27	61	47	14	78	29	93	69	60	94
		81	88	76	71	72	67	64	53	6	86	64	87	75	69	88
Average		55	61	51	49	49	40	53	44	27	74	42	64	51	49	61
St. Dev.		32	33	31	23	25	28	13	6	19	11	28	34	30	28	34
Norm	Mn	58	59	49	61	57	56	63	40	33	67	61	64	62	60	62
Norm	Sd	20	20	20	23	20	23	19	18	18	16	24	25	20	22	23
Centile		46	54	54	31	34	24	31	58	38	66	21	50	31	31	50

# MANAGERIAL TASK CYCLE PHASES

- I Making goals clear and important
- II Planning and problem solving
- III Facilitating work
- IV Obtaining and providing feedback
- V Exercising control
- VI Reinforcing performance

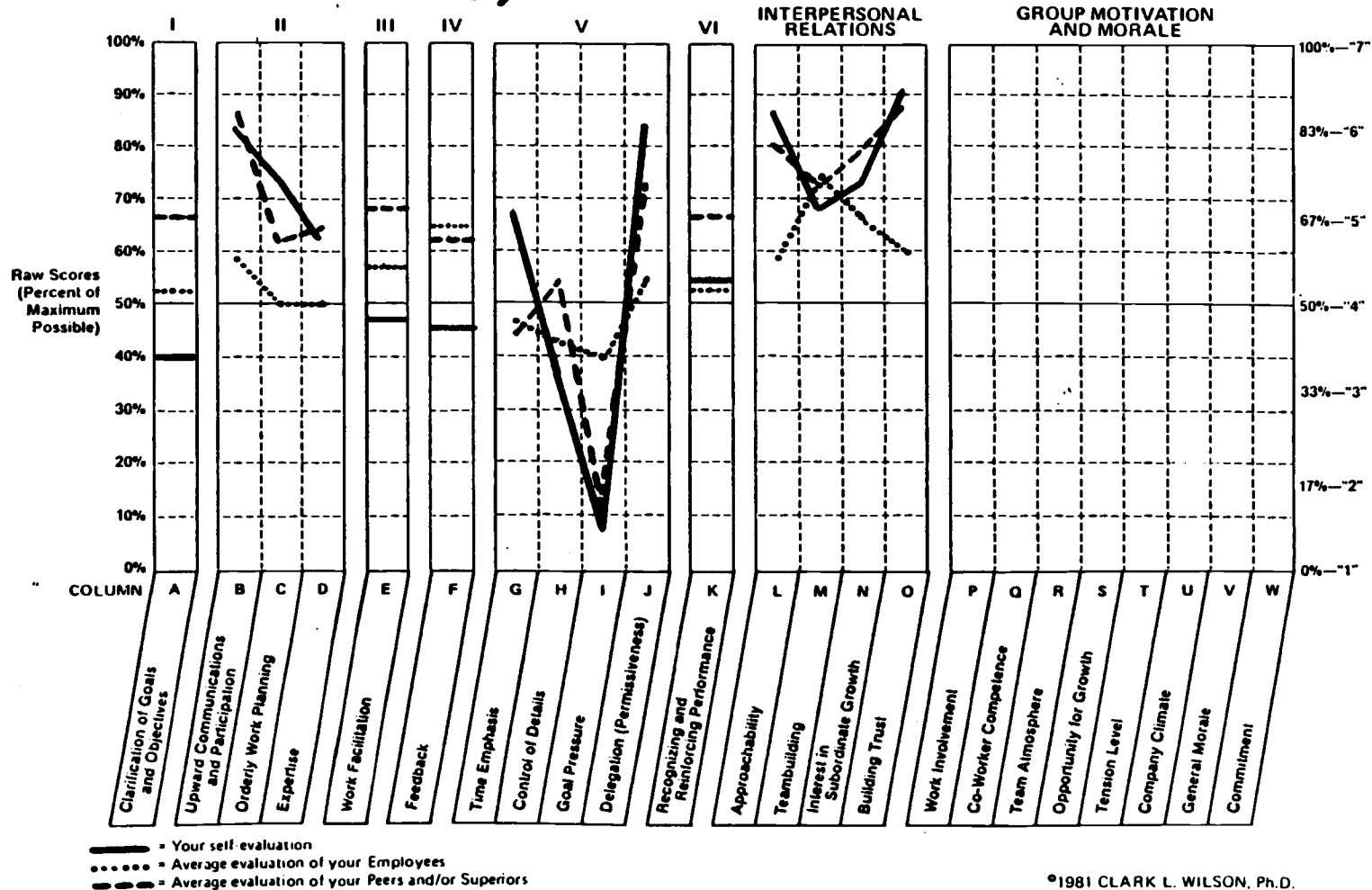
## YOUR MANAGEMENT SURVEY FEEDBACK

From the Clark Wilson Survey of Management Practices (JE)

### RAW SCORE PLOT

Name **22(V)**

Date \_\_\_\_\_ CODE \_\_\_\_\_



# MANAGERIAL TASK CYCLE PHASES

- I Making goals clear and important
- II Planning and problem solving
- III Facilitating work
- IV Obtaining and providing feedback
- V Exercising control
- VI Reinforcing performance

## YOUR MANAGEMENT SURVEY FEEDBACK

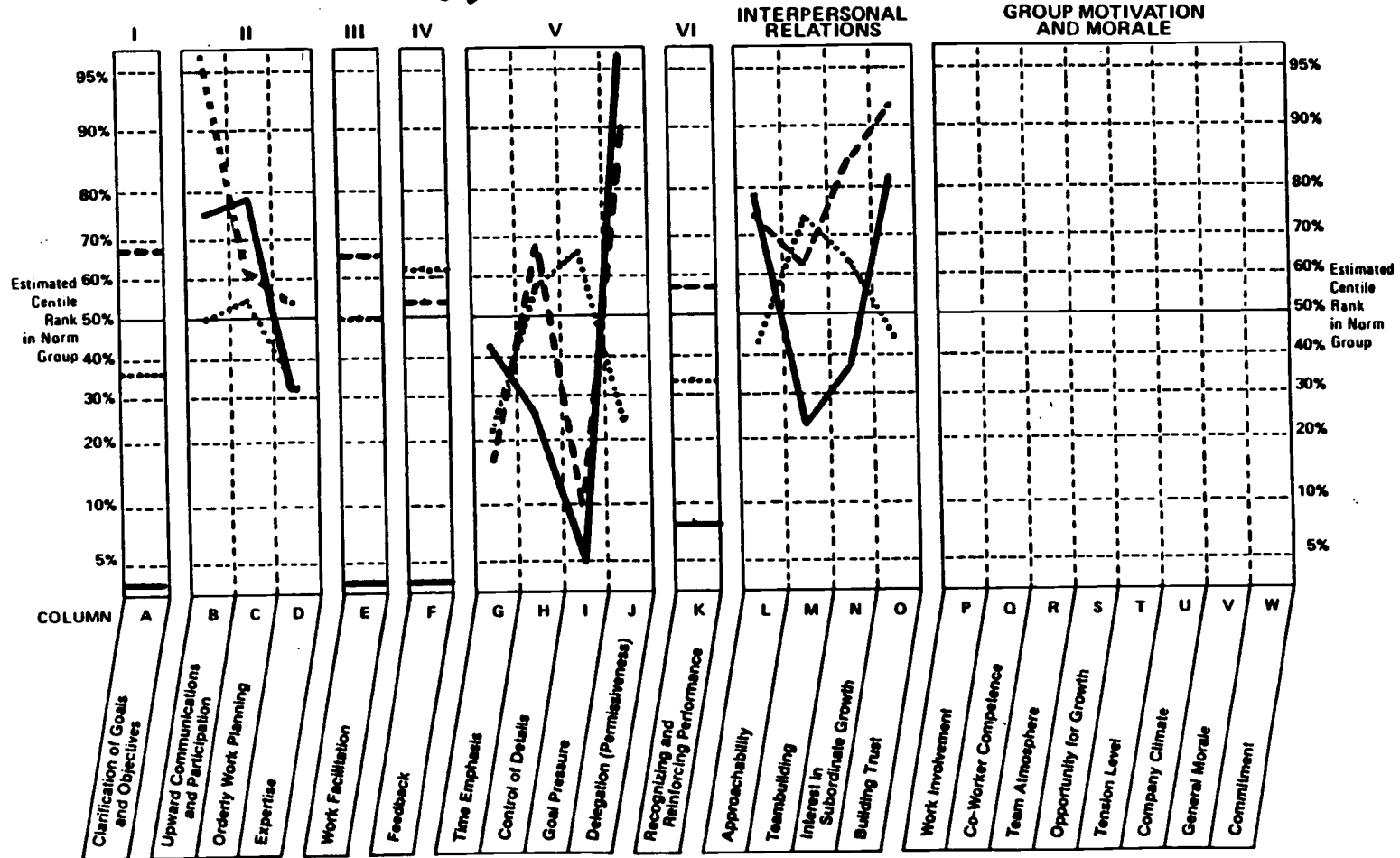
From the Clark Wilson Survey of Management Practices (JE)

Name

22(V)

Date

CODE



- Your self-evaluation
- ..... Average evaluation of your Employees
- Average evaluation of your Peers and/or Superiors

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SMP-JE (General Norms)

REPORT FOR: 22v

## Rating by MANAGER SELF

		CLR	UPW	PLN	XPT	FAC	FED	TIM	DET	PRS	DEL	REC	APP	TEM	GRO	TRS
		40	83	74	62	47	46	67	37	8	83	55	87	69	73	90
Norm	Mn	70	75	61	69	72	71	71	46	36	62	75	77	77	77	79
Norm	Sd	13	12	16	13	12	12	16	16	16	12	14	13	12	12	12
Centile		2	76	79	31	2	2	42	27	5	98	8	79	24	38	81

## Rating by SUPERIOR

		CLR	UPW	PLN	XPT	FAC	FED	TIM	DET	PRS	DEL	REC	APP	TEM	GRO	TRS
		67	85	62	64	69	63	44	53	11	72	67	80	72	79	88
Norm	Mn	60	61	58	62	63	61	58	45	36	57	64	66	67	65	67
Norm	Sd	15	12	14	18	14	16	15	16	19	12	14	19	17	14	15
Centile		69	98	62	54	66	54	18	69	10	90	58	76	62	84	92

## Rating by EMPLOYEES

		CLR	UPW	PLN	XPT	FAC	FED	TIM	DET	PRS	DEL	REC	APP	TEM	GRO	TRS
		52	90	45	48	56	67	31	20	17	75	62	90	86	77	79
		45	4	55	40	53	46	58	77	86	22	45	3	53	52	21
		60	83	50	62	61	79	53	33	17	69	50	83	83	73	79
Average		52	59	50	50	57	64	47	43	40	55	52	59	74	67	60
St. Dev.		6	39	4	9	3	14	12	24	33	24	7	39	15	11	27
Norm	Mn	58	59	49	61	57	56	63	40	33	67	61	64	62	60	62
Norm	Sd	20	20	20	23	20	23	19	18	18	16	24	25	20	22	23
Centile		38	50	54	31	50	62	21	58	66	24	34	42	73	62	46

MANAGERIAL TASK CYCLE PHASES  
 I Making goals clear and important  
 II Planning and problem solving  
 III Facilitating work  
 IV Obtaining and providing feedback  
 V Exercising control  
 VI Reinforcing performance

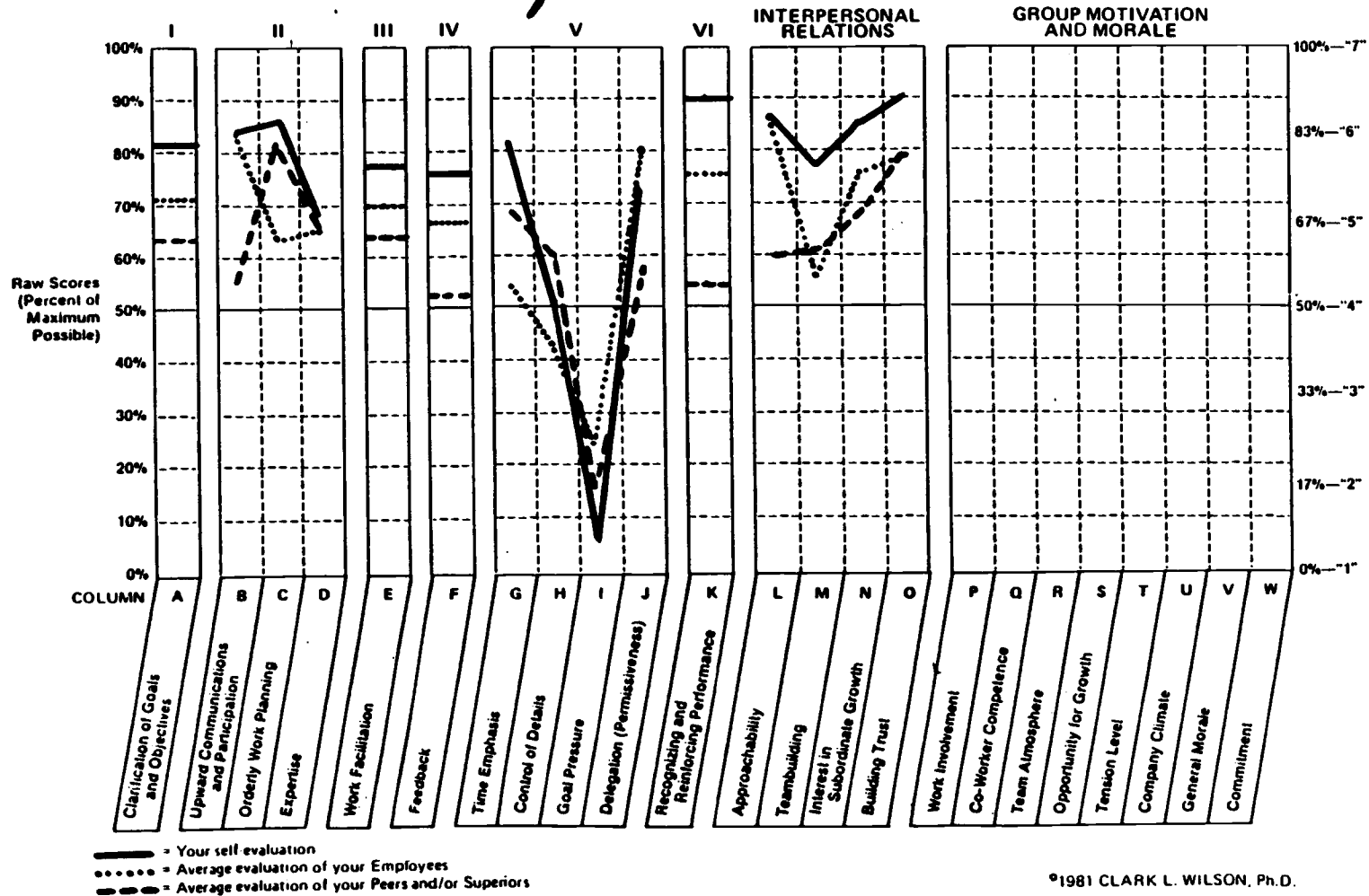
## YOUR MANAGEMENT SURVEY FEEDBACK

From the Clark Wilson Survey of Management Practices (JE)

## RAW SCORE PLOT

Name **23 (W)**

Date \_\_\_\_\_ CODE \_\_\_\_\_



# MANAGERIAL TASK CYCLE PHASES

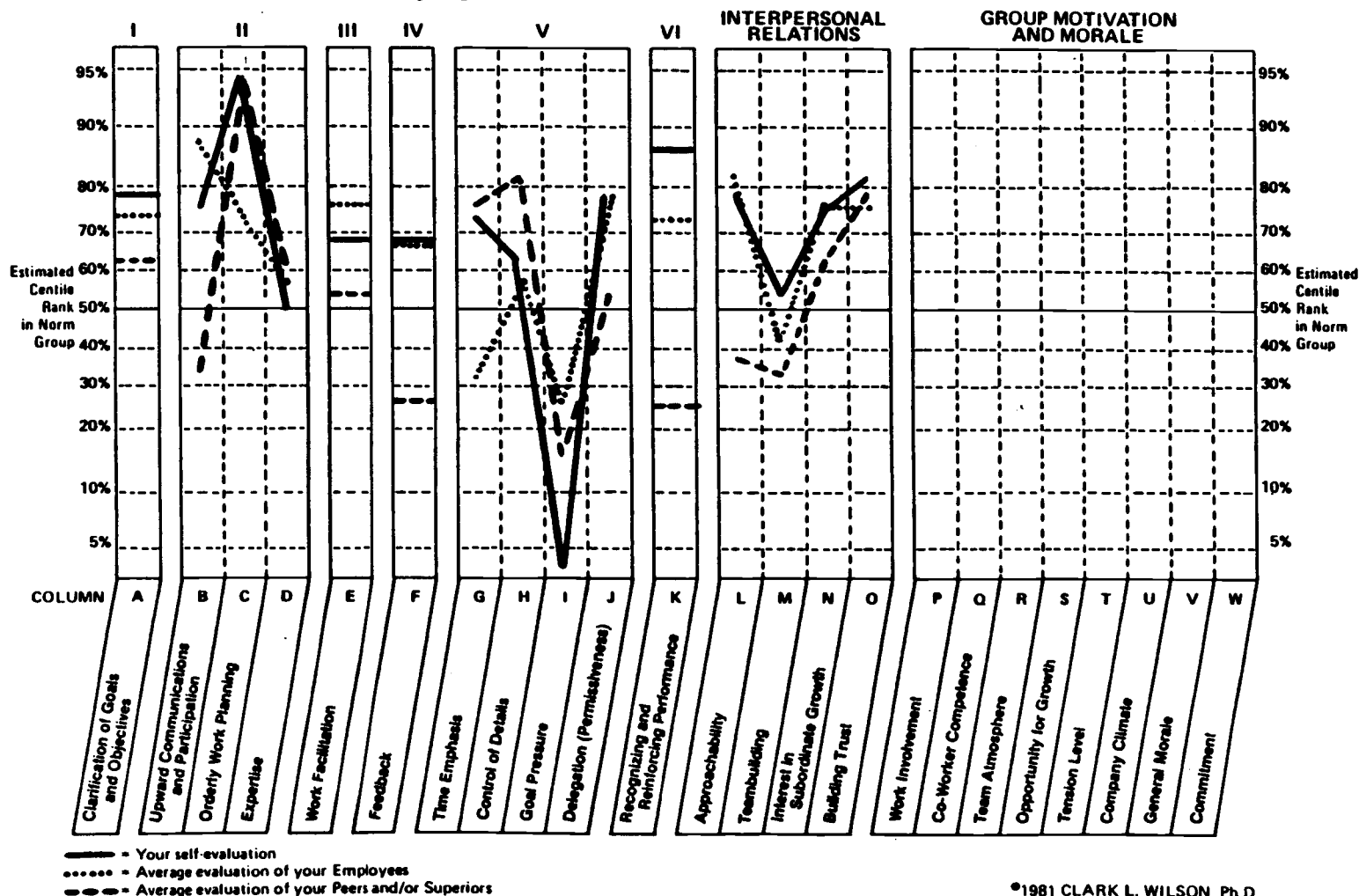
- I Making goals clear and important
- II Planning and problem solving
- III Facilitating work
- IV Obtaining and providing feedback
- V Exercising control
- VI Reinforcing performance

## YOUR MANAGEMENT SURVEY FEEDBACK

(From the Clark Wilson Survey of Management Practices (JE))

Name 23(W)

Date \_\_\_\_\_ CODE \_\_\_\_\_



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SMP-JE (General Norms)  
 REPORT FOR: 23w

**Rating by MANAGER SELF**

		CLR	UPW	PLN	XPT	FAC	FED	TIM	DET	PRS	DEL	REC	APP	TEM	GRD	TRS
		81	83	86	69	78	77	81	50	6	72	90	87	78	85	90
Norm	Mn	70	75	61	69	72	71	71	46	36	62	75	77	77	77	79
Norm	Sd	13	12	16	13	12	12	16	16	16	12	14	13	12	12	12
Centile		79	76	94	50	69	69	73	62	2	79	86	79	54	76	81

**Rating by SUPERIOR**

		CLR	UPW	PLN	XPT	FAC	FED	TIM	DET	PRS	DEL	REC	APP	TEM	GRD	TRS
		64	56	81	67	64	52	69	60	17	58	55	60	61	69	79
Norm	Mn	60	61	58	62	63	61	58	45	36	57	64	66	67	65	67
Norm	Sd	15	12	14	18	14	16	15	16	19	12	14	19	17	14	15
Centile		62	34	94	62	54	27	76	81	16	54	27	38	34	62	79

**Rating by EMPLOYEES**

		CLR	UPW	PLN	XPT	FAC	FED	TIM	DET	PRS	DEL	REC	APP	TEM	GRD	TRS
		67	75	62	64	58	54	58	37	28	81	69	80	61	63	75
		79	94	67	74	81	81	50	37	11	92	88	97	53	96	90
		67	79	60	60	64	63	53	53	33	69	67	83	56	69	73
		69	85	64	62	75	71	53	43	19	78	79	87	56	77	77
Average		71	83	63	65	70	67	54	43	23	80	76	87	57	76	79
St. Dev.		5	7	3	5	9	10	3	7	8	8	8	6	3	12	7
Norm	Mn	58	59	49	61	57	56	63	40	33	67	61	64	62	60	62
Norm	Sd	20	20	20	23	20	23	19	18	18	16	24	25	20	22	23
Centile		76	88	76	58	76	69	31	58	27	79	73	81	42	76	76

# MANAGERIAL TASK CYCLE PHASES

- I Making goals clear and important
- II Planning and problem solving
- III Facilitating work
- IV Obtaining and providing feedback
- V Exercising control
- VI Reinforcing performance

## YOUR MANAGEMENT SURVEY FEEDBACK

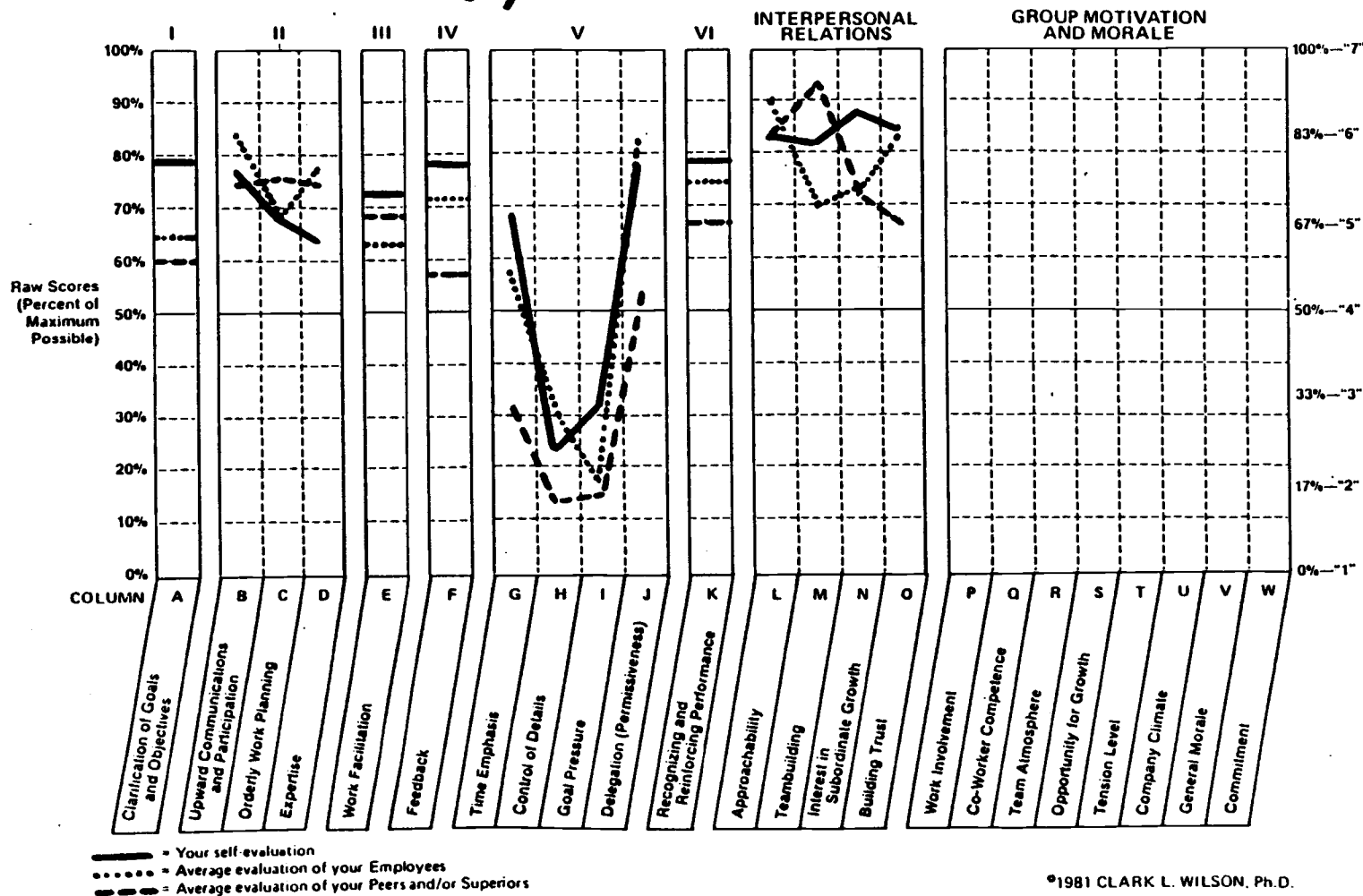
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## RAW SCORE PLOT

Name **24(X)**

Date \_\_\_\_\_

CODE \_\_\_\_\_



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# MANAGERIAL TASK CYCLE PHASES

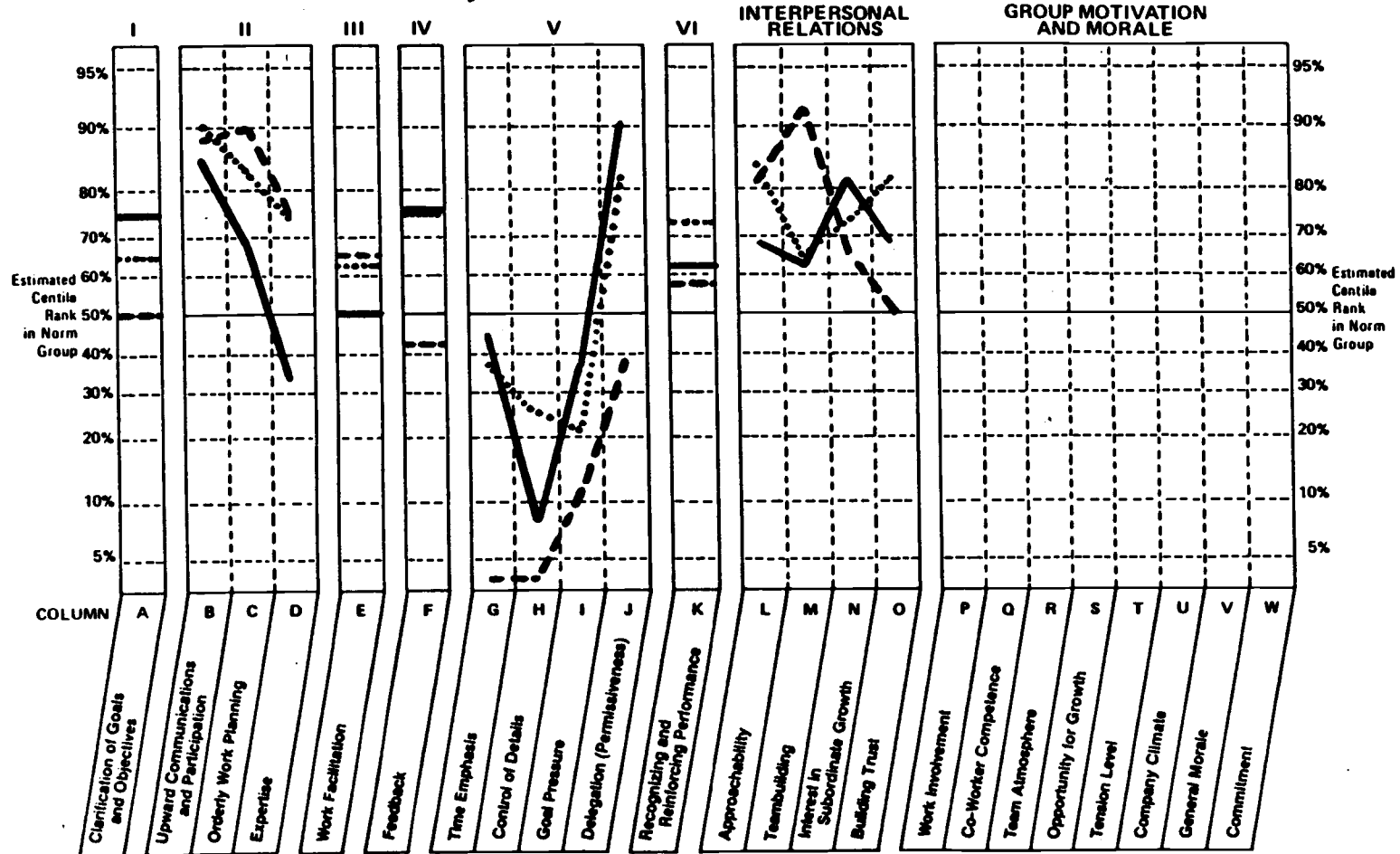
- I Making goals clear and important
- II Planning and problem solving
- III Facilitating work
- IV Obtaining and providing feedback
- V Exercising control
- VI Reinforcing performance

## YOUR MANAGEMENT SURVEY FEEDBACK

From the Clark Wilson Survey of Management Practices (JE)

Name **24(X)**

Date \_\_\_\_\_ CODE \_\_\_\_\_



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SMP-JE (General Noras)

REPORT FOR: 24x

## Rating by MANAGER SELF

		CLR	UPW	PLN	XPT	FAC	FED	TIM	DET	PRS	DEL	REC	APP	TEM	GRO	TRS
		79	88	69	64	72	79	69	23	31	78	79	83	81	88	85
Norm	Mn	70	75	61	69	72	71	71	46	36	62	75	77	77	77	79
Norm	Sd	13	12	16	13	12	12	16	16	16	12	14	13	12	12	12
Centile		76	86	69	34	50	76	46	8	38	90	62	69	62	81	69

## Rating by SUPERIOR

		CLR	UPW	PLN	XPT	FAC	FED	TIM	DET	PRS	DEL	REC	APP	TEM	GRO	TRS
		60	75	76	74	69	58	31	13	14	53	67	83	92	71	67
Norm	Mn	60	61	58	62	63	61	58	45	36	57	64	66	67	65	67
Norm	Sd	15	12	14	18	14	16	15	16	19	12	14	19	17	14	15
Centile		50	88	90	76	66	42	2	2	12	38	58	81	93	66	50

## Rating by EMPLOYEES

		CLR	UPW	PLN	XPT	FAC	FED	TIM	DET	PRS	DEL	REC	APP	TEM	GRO	TRS
		64	83	71	74	81	65	44	37	28	81	67	90	72	79	83
		43	75	64	55	17	29	53	10	17	89	40	77	50	27	67
		50	81	48	69	61	73	56	23	22	67	76	100	64	73	83
		67	81	69	81	81	77	47	20	14	86	83	80	53	81	79
		74	83	67	76	69	79	58	37	8	72	95	83	67	92	90
		64	88	67	81	33	71	67	23	33	78	67	97	83	58	77
		95	100	100	100	100	100	78	57	3	92	100	100	100	100	100
Average		65	84	69	77	63	71	58	30	18	81	75	90	70	73	83
St. Dev.		16	7	14	13	27	20	11	14	10	8	19	9	16	22	10
Norm	Mn	58	59	49	61	57	56	63	40	33	67	61	64	62	60	62
Norm	Sd	20	20	20	23	20	23	19	18	18	16	24	25	20	22	23
Centile		66	90	84	76	62	76	38	27	21	81	73	84	66	73	81

# MANAGERIAL TASK CYCLE PHASES

- I Making goals clear and important
- II Planning and problem solving
- III Facilitating work
- IV Obtaining and providing feedback
- V Exercising control
- VI Reinforcing performance

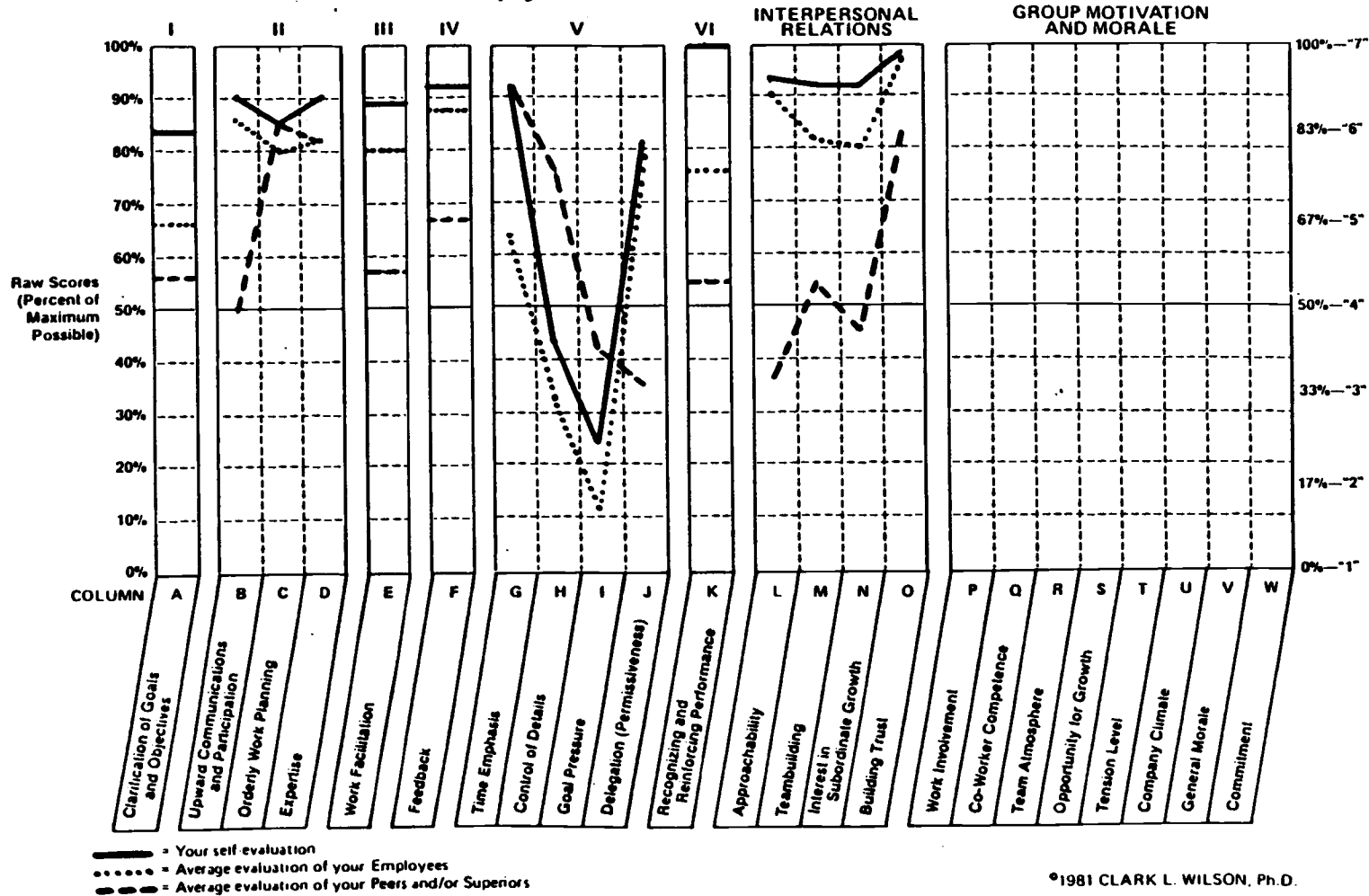
## YOUR MANAGEMENT SURVEY FEEDBACK

From the Clark Wilson Survey of Management Practices (JE)

## RAW SCORE PLOT

Name 25 (Y)

Date \_\_\_\_\_ CODE \_\_\_\_\_



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# MANAGERIAL TASK CYCLE PHASES

- I Making goals clear and important
- II Planning and problem solving
- III Facilitating work
- IV Obtaining and providing feedback
- V Exercising control
- VI Reinforcing performance

## YOUR MANAGEMENT SURVEY FEEDBACK

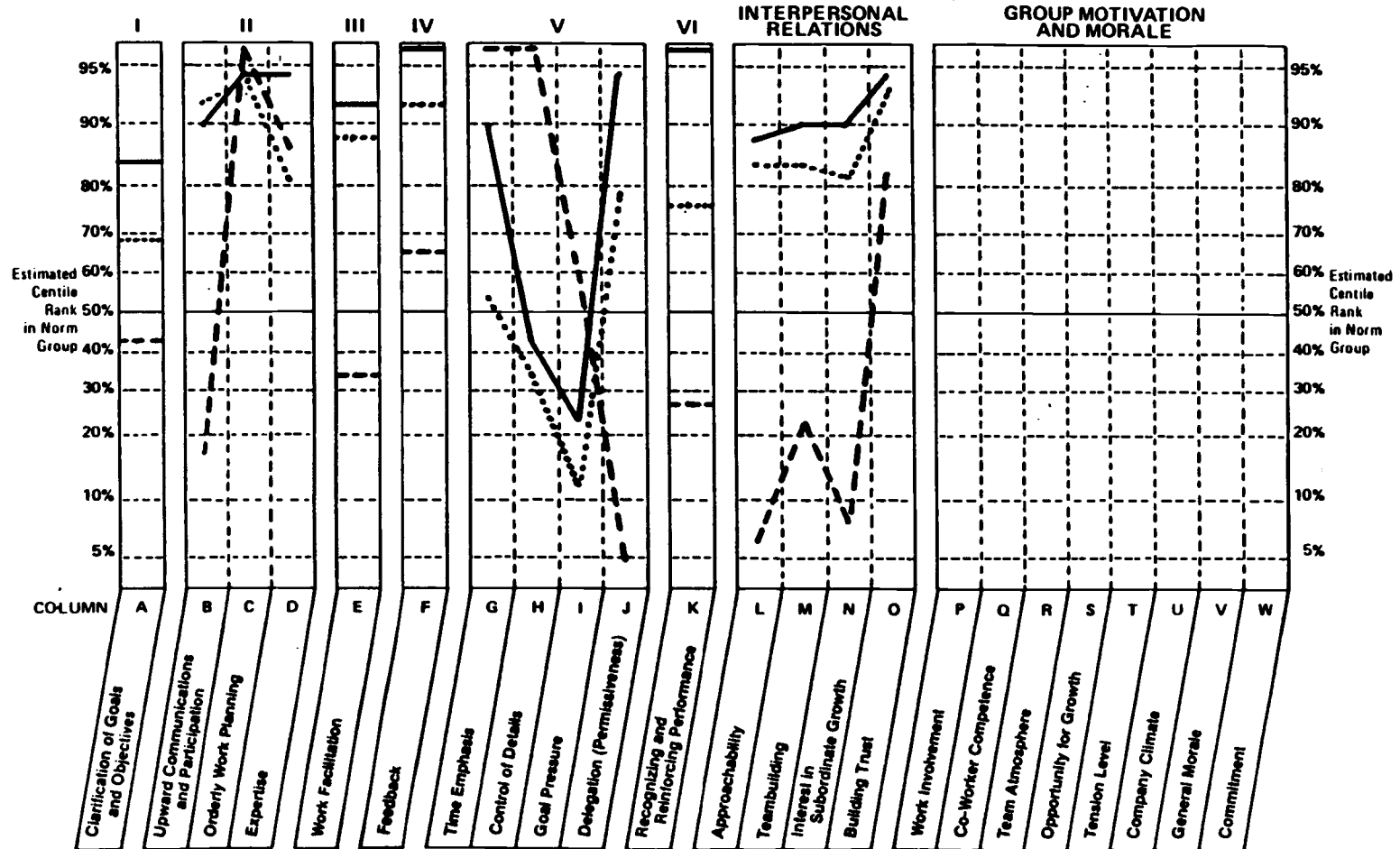
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Name

25(Y)

Date

CODE



- = Your self-evaluation
- ..... = Average evaluation of your Employees
- - - = Average evaluation of your Peers and/or Superiors

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**REPORT FOR: 25y**

**Rating by MANAGER SELF**

		CLR	UPW	PLN	XPT	FAC	FED	TIM	DET	PRS	DEL	REC	APP	TEM	GRD	TRS
		83	90	86	90	89	92	92	43	25	81	100	93	92	92	98
<b>Norm</b>	<b>Mn</b>	70	75	61	69	72	71	71	46	36	62	75	77	77	77	79
<b>Norm</b>	<b>Sd</b>	13	12	16	13	12	12	16	16	16	12	14	13	12	12	12
<b>Centile</b>		84	90	94	94	92	98	90	42	24	94	98	88	90	90	94

**Rating by SUPERIOR**

		CLR	UPW	PLN	XPT	FAC	FED	TIM	DET	PRS	DEL	REC	APP	TEM	GRD	TRS
		57	50	86	81	58	67	92	77	42	36	55	37	53	46	81
<b>Norm</b>	<b>Mn</b>	60	61	58	62	63	61	58	45	36	57	64	66	67	65	67
<b>Norm</b>	<b>Sd</b>	15	12	14	18	14	16	15	16	19	12	14	19	17	14	15
<b>Centile</b>		42	18	98	86	34	66	98	98	62	5	27	7	21	8	81

**Rating by EMPLOYEES**

		CLR	UPW	PLN	XPT	FAC	FED	TIM	DET	PRS	DEL	REC	APP	TEM	GRD	TRS
		62	83	76	76	72	83	64	40	17	67	74	80	86	77	96
		74	90	83	90	89	92	67	27	6	94	81	97	78	83	98
		64	85	81	81	78	88	61	30	11	75	76	93	78	79	96
<b>Average</b>		67	86	80	82	80	88	64	32	11	79	77	90	81	80	97
<b>St. Dev.</b>		5	3	3	6	7	4	2	6	4	11	3	7	4	2	1
<b>Norm</b>	<b>Mn</b>	58	59	49	61	57	56	63	40	33	67	61	64	62	60	62
<b>Norm</b>	<b>Sd</b>	20	20	20	23	20	23	19	18	18	16	24	25	20	22	23
<b>Centile</b>		69	92	94	81	88	92	54	34	12	79	76	84	84	81	93

# MANAGERIAL TASK CYCLE PHASES

- I Making goals clear and important
- II Planning and problem solving
- III Facilitating work
- IV Obtaining and providing feedback
- V Exercising control
- VI Reinforcing performance

## YOUR MANAGEMENT SURVEY FEEDBACK

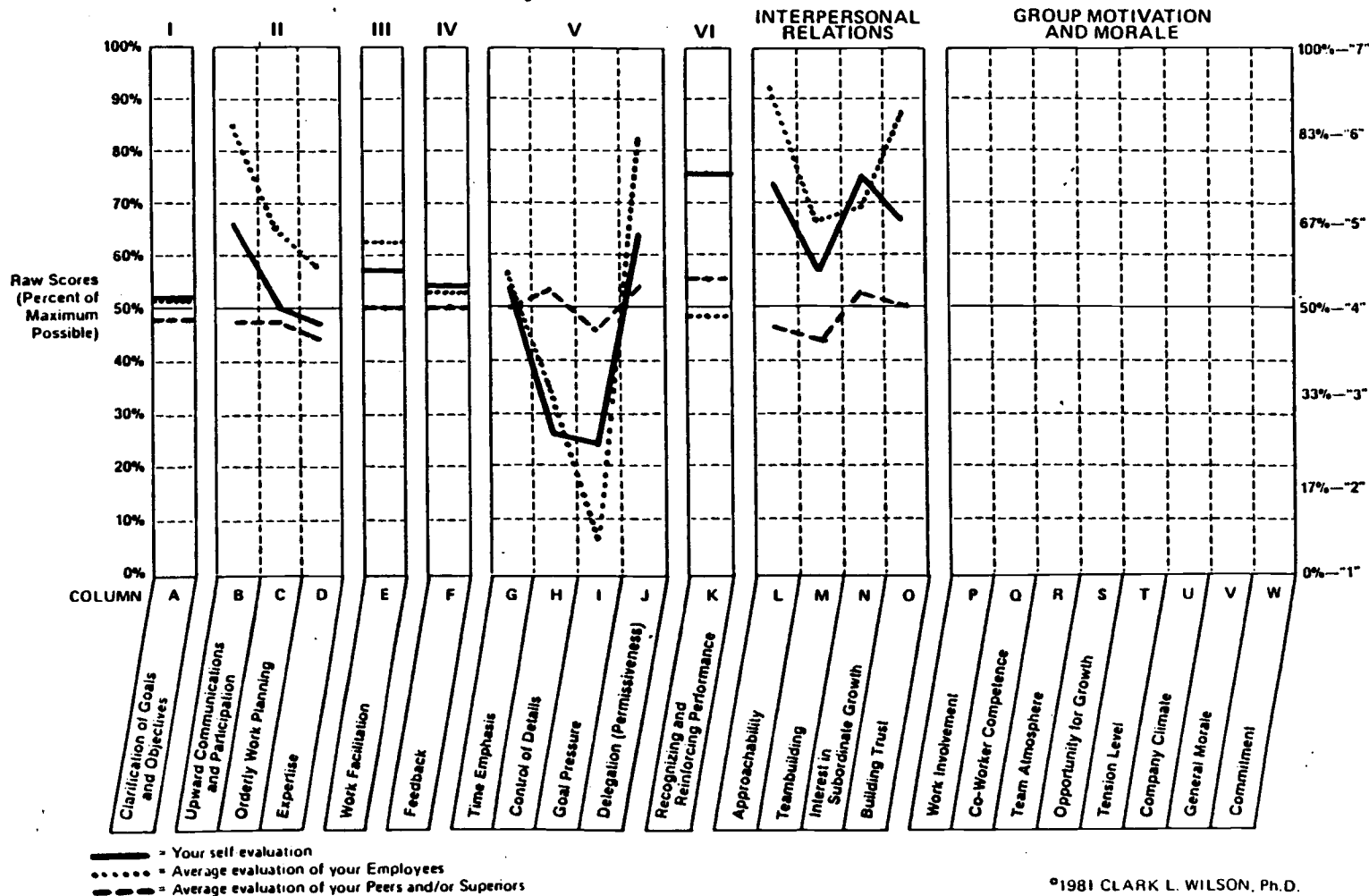
From the Clark Wilson Survey of Management Practices (JE)

## RAW SCORE PLOT

Name **26(2)**

Date \_\_\_\_\_

COOE \_\_\_\_\_



# MANAGERIAL TASK CYCLE PHASES

- I Making goals clear and important
- II Planning and problem solving
- III Facilitating work
- IV Obtaining and providing feedback
- V Exercising control
- VI Reinforcing performance

## YOUR MANAGEMENT SURVEY FEEDBACK

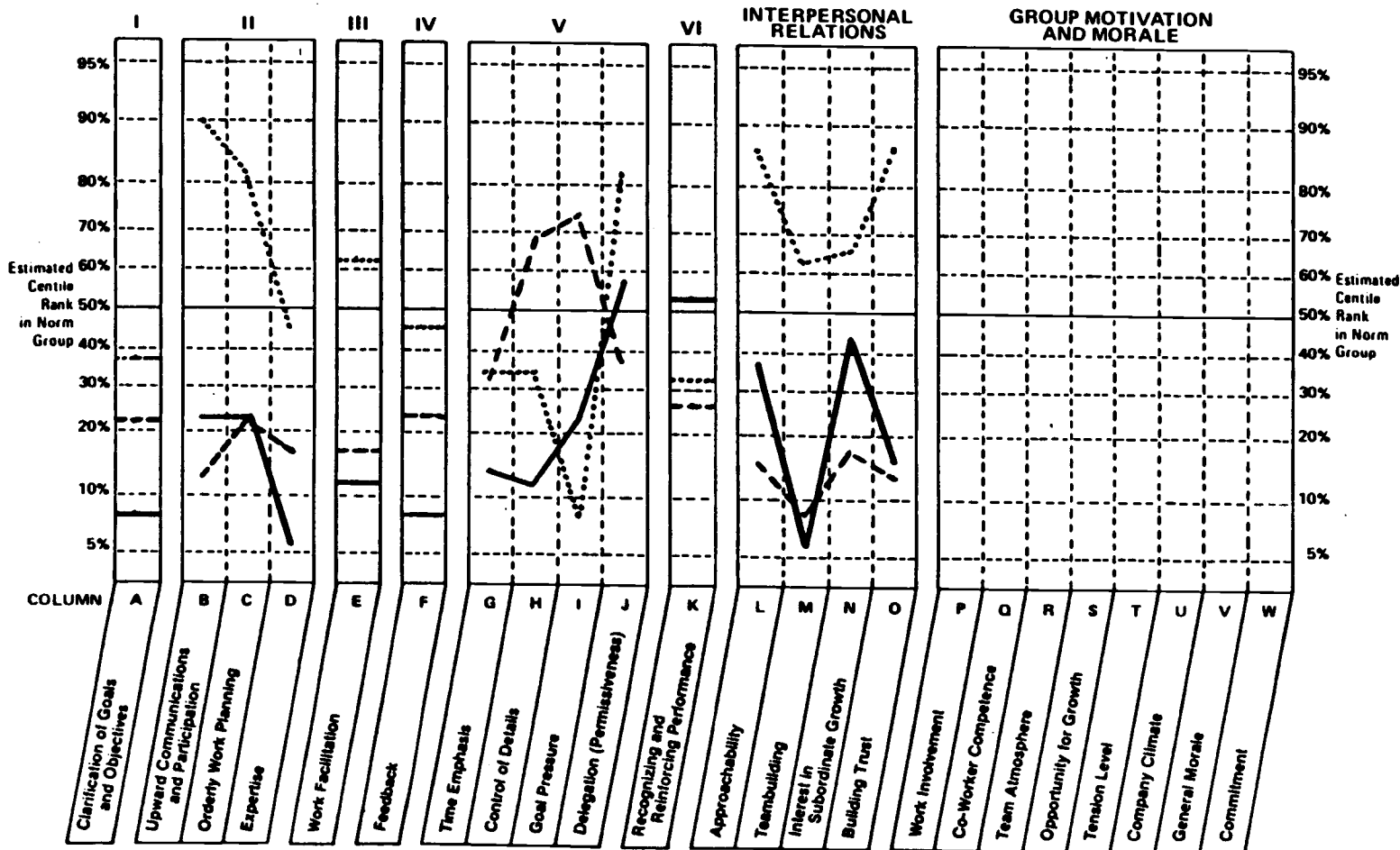
From the Clark Wilson Survey of Management Practices (JE)

Name

26(Z)

Date

CODE



- Your self-evaluation
- ..... Average evaluation of your Employees
- - - Average evaluation of your Peers and/or Superiors

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SMP-JE (General Moras)  
 REPORT FOR: 262

Rating by MANAGER SELF

		CLR	UPW	PLN	XPT	FAC	FED	TIM	DET	PRS	DEL	REC	APP	TEM	GRO	TRS
		52	67	50	48	58	54	53	27	25	64	76	73	58	75	67
Norm	Mn	70	75	61	69	72	71	71	46	36	62	75	77	77	77	79
Norm	Sd	13	12	16	13	12	12	16	16	16	12	14	13	12	12	12
Centile		8	24	24	6	12	8	14	12	24	58	54	38	6	42	16

Rating by SUPERIOR

		CLR	UPW	PLN	XPT	FAC	FED	TIM	DET	PRS	DEL	REC	APP	TEM	GRO	TRS
		48	48	48	45	50	50	50	53	47	53	55	47	44	52	50
Norm	Mn	60	61	58	62	63	61	58	45	36	57	64	66	67	65	67
Norm	Sd	15	12	14	18	14	16	15	16	19	12	14	19	17	14	15
Centile		21	14	24	18	18	24	31	69	73	38	27	16	8	18	14

Rating by EMPLOYEES

		CLR	UPW	PLN	XPT	FAC	FED	TIM	DET	PRS	DEL	REC	APP	TEM	GRO	TRS
		21	88	52	50	56	31	53	13	6	83	19	97	50	63	85
		81	81	79	67	67	75	58	50	6	78	79	87	83	75	88
Average		51	85	66	59	62	53	56	32	6	81	49	92	67	69	87
St. Dev.		30	4	14	9	6	22	3	19	0	3	30	5	17	6	2
Norm	Mn	58	59	49	61	57	56	63	40	33	67	61	64	62	60	62
Norm	Sd	20	20	20	23	20	23	19	18	18	16	24	25	20	22	23
Centile		38	90	81	46	62	46	34	34	7	81	31	86	62	66	86

Appendix T  
Questionnaire Addendum

Certain questions address training. This would include the guidance and directions given to staff, plus that given to all faculty in faculty professional growth and development.

Help in careers/advancement addresses professional and personal growth for staff, non-tenured and tenured faculty, as well as promotion, where applicable.

Appendix U  
Composite Score Tabulations

## Rating by SUPERIOR

	CLR	UPW	PLN	XPT	FAC	FED	TIM	DET	PRS	DEL	REC	APP	TEM	GRO	TRS
Raw Score	48	65	38	38	50	69	44	30	53	81	69	57	47	50	71
	69	65	64	86	81	90	75	67	69	61	86	47	89	83	94
	62	38	86	86	58	67	83	70	69	39	48	47	42	54	90
	38	48	24	26	44	48	22	27	25	61	57	43	36	42	42
	50	71	21	50	61	48	17	17	19	81	83	90	75	79	73
	57	52	83	60	50	83	83	57	44	67	83	47	50	56	79
	45	77	50	55	56	67	39	27	14	56	74	77	64	65	75
	50	65	45	45	61	46	42	40	31	50	67	70	67	65	60
	55	63	50	43	56	60	53	37	42	56	67	63	69	65	65
	67	71	69	62	67	63	67	43	36	64	79	73	72	71	83
	36	63	33	48	44	48	33	30	25	78	48	67	50	50	52
	57	71	60	79	64	56	61	37	25	64	79	90	67	67	75
	62	91	67	95	58	71	50	20	17	75	74	77	67	88	85
	67	85	40	52	69	50	6	33	28	75	76	67	92	79	63
	48	50	81	67	47	33	100	53	47	44	43	20	25	52	63
	83	83	83	81	83	77	61	40	20	83	88	93	97	88	98
	43	63	36	36	44	44	39	37	33	61	52	63	39	48	44
	83	85	81	100	92	100	81	63	22	67	98	83	89	98	96
	69	52	81	71	64	54	64	57	39	50	57	53	53	60	65
	67	85	62	64	69	63	44	53	11	72	67	80	72	79	88
	64	56	81	67	64	52	69	60	17	58	55	60	61	69	79
	60	75	76	74	69	58	31	13	14	53	67	83	92	71	67
	57	50	86	81	58	67	92	77	42	36	55	37	53	46	81
	62	38	86	86	58	67	83	70	69	39	48	47	42	54	90
Average	58	65	62	65	61	67	56	44	34	61	68	64	63	64	74
St. Dev.	12	14	21	19	12	15	24	18	17	14	15	18	19	15	15
Norm Mn	60	61	58	62	63	61	58	45	36	57	64	66	67	65	67
Norm Sd	15	12	14	18	14	16	15	16	19	12	14	19	17	14	15
Centile	46	62	62	58	46	54	46	46	46	62	62	46	42	54	69



## Rating by EMPLOYEES

	CLR	UPW	PLN	XPT	FAC	FED	TIM	DET	PRS	DEL	REC	APP	TEM	GRO	TRS
Raw Score	79	81	79	83	81	73	69	33	17	94	86	90	81	83	83
	50	69	31	55	57	77	33	37	19	72	76	83	72	71	67
	74	79	69	76	81	94	58	43	25	72	95	80	58	81	92
	7	29	7	28	11	13	0	0	17	100	38	40	56	35	48
	40	56	52	71	39	29	61	40	31	81	45	60	47	50	65
	31	42	26	24	17	40	44	20	56	44	26	30	42	46	35
	83	85	71	67	72	88	69	53	25	64	86	97	86	85	81
	69	83	76	69	64	65	78	33	8	78	79	80	75	73	79
	56	79	74	74	67	65	75	27	27	78	71	93	56	71	85
	67	65	76	81	67	88	75	53	8	56	71	93	50	56	85
	38	65	31	36	28	40	31	23	6	83	76	97	42	48	62
	56	81	48	62	53	63	50	25	19	75	71	87	81	71	88
	50	50	69	36	14	21	44	33	14	50	43	73	50	17	52
	64	77	57	76	67	73	58	23	17	75	74	90	50	77	85
	50	60	38	67	56	67	58	37	33	56	74	77	39	63	46
	33	60	21	60	42	42	22	27	14	75	71	83	58	65	73
	62	83	64	88	69	65	44	27	11	78	64	90	61	75	88
	60	63	60	45	47	54	61	43	31	58	60	60	56	54	57
	5	10	21	60	6	31	47	33	44	56	26	13	22	0	31
	60	81	67	76	56	79	81	50	36	81	86	100	47	75	83
	50	50	52	55	47	48	47	50	50	53	50	43	58	50	44
	69	77	81	71	61	85	81	33	33	69	90	73	67	88	81
	71	73	93	93	75	60	56	50	0	47	88	100	86	92	94
	40	83	33	45	44	31	53	23	36	75	60	93	61	46	67
	55	63	52	69	28	40	58	20	33	64	57	70	31	40	40
	57	75	55	69	64	56	69	30	33	75	55	87	69	77	79
	50	56	26	43	50	63	36	30	36	64	67	40	53	60	50
	55	75	21	55	58	73	33	20	17	81	71	77	69	67	52
	64	69	57	69	58	65	61	23	22	58	76	80	67	67	81

69	81	81	71	64	71	58	23	25	75	79	97	89	79	77
64	67	69	57	53	63	58	20	28	67	64	77	72	63	67
64	60	64	52	50	50	69	20	31	56	55	57	64	50	60
62	71	43	52	64	60	50	33	17	69	74	90	67	67	56
38	60	38	50	42	35	28	37	31	69	50	77	50	48	40
62	90	55	62	64	75	44	43	22	81	83	90	72	79	75
86	94	86	86	94	92	83	67	19	89	100	100	89	96	93
83	81	81	98	83	79	89	77	44	69	86	83	89	75	81
81	71	81	83	67	69	67	40	39	78	74	80	83	73	83
36	40	67	67	36	33	42	23	8	56	17	37	22	44	54
24	44	40	67	50	33	50	27	33	72	64	33	11	54	60
33	44	40	38	36	33	47	23	42	61	33	53	36	35	44
62	83	67	79	75	77	69	30	36	72	83	83	69	79	83
64	92	71	86	69	73	58	17	14	89	95	100	72	88	90
57	67	62	64	83	67	36	30	42	72	98	87	81	83	81
69	81	67	69	75	75	67	57	39	61	83	100	58	71	71
17	21	29	50	22	29	61	27	61	39	36	17	22	21	40
79	98	71	95	83	79	42	17	0	92	98	100	92	100	96
86	81	69	93	97	85	78	40	19	94	100	100	100	100	100
69	73	67	83	69	69	78	43	31	69	83	80	75	73	75
83	83	83	81	83	79	72	63	3	81	83	83	78	85	83
86	90	90	98	89	85	83	70	28	81	88	100	86	90	88
76	79	33	69	78	71	33	17	17	86	83	83	72	88	85
50	48	40	55	50	44	47	20	22	69	55	40	50	60	71
71	65	67	81	72	73	58	63	11	72	81	73	69	71	75
0	29	5	0	3	4	14	3	3	28	36	43	19	15	13
43	67	48	55	64	67	56	30	19	67	71	70	56	63	71
74	71	62	69	67	58	64	40	31	58	64	80	56	67	81

	74	77	60	67	50	63	47	23	17	75	62	80	69	56	77
	74	58	69	67	50	40	64	37	39	47	33	37	50	35	67
	40	42	33	36	33	33	44	23	72	39	24	7	11	31	33
	45	42	43	40	36	35	47	33	44	50	50	47	39	48	42
	38	42	33	29	3	23	56	7	19	44	26	60	19	13	38
	60	35	57	33	8	15	72	17	64	83	2	0	8	0	5
	62	71	57	45	14	38	81	30	28	72	48	73	44	38	44
	62	71	40	40	56	65	56	37	33	56	71	67	61	67	54
	0	4	5	14	8	0	31	40	56	75	2	7	0	0	8
	76	79	81	69	61	27	61	47	14	78	29	93	69	60	94
	81	88	76	71	72	67	64	53	6	86	64	87	75	69	88
	52	90	45	48	56	67	31	20	17	75	62	90	86	77	79
	45	4	55	40	53	46	58	77	86	22	45	3	53	52	21
	60	83	50	62	61	79	53	33	17	69	50	83	83	73	79
	67	75	62	64	58	54	58	37	28	81	69	80	61	63	75
	79	94	67	74	81	81	50	37	11	92	88	97	53	96	90
	67	79	60	60	64	63	53	53	33	69	67	83	56	69	73
	69	85	64	62	75	71	53	43	19	78	79	87	56	77	77
	64	83	71	74	81	65	44	37	28	81	67	90	72	79	83
	43	75	64	55	17	29	53	10	17	89	40	77	50	27	67
	50	81	48	69	61	73	56	23	22	67	76	100	64	73	83
	67	81	69	81	81	77	47	20	14	86	83	80	53	81	79
	74	83	67	76	69	79	58	37	8	72	95	83	67	92	90
	64	88	67	81	33	71	67	23	33	78	67	97	83	58	77
	95	100	100	100	100	100	78	57	3	92	100	100	100	100	100
	62	83	76	76	72	83	64	40	17	67	74	80	86	77	96
	74	90	83	90	89	92	67	27	6	94	81	97	78	83	98
	64	85	81	81	78	88	61	30	11	75	76	93	78	79	96
	29	63	24	45	36	29	64	33	53	50	55	47	53	63	48
	69	83	76	69	64	65	78	33	8	78	79	80	75	73	79
	56	79	74	74	67	65	75	27	27	78	71	93	56	71	85
	67	65	76	81	67	88	75	53	8	56	71	93	50	56	85
Average	58	69	57	64	56	59	56	34	26	70	66	74	60	63	69
St. Dev.	20	20	21	19	23	22	16	15	16	15	22	25	21	23	22
Norm Mn	58	59	49	61	57	56	63	40	33	67	61	64	62	60	62
Norm Sd	20	20	20	23	20	23	19	18	18	16	24	25	20	22	23
Centile	50	69	66	54	50	54	34	38	34	58	58	66	46	54	62

FEEDBACK FROM CLARK WILSON MULTI-LEVEL SURVEYS - TABLE OF RESULTS  
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SMP-JE (General Norms)

REPORT FOR: Composite, 2/8/88

Rating by MANAGER SELF

	CLR	UPW	PLN	XPT	FAC	FED	TIM	DET	PRS	DEL	REC	APP	TEM	GRD	TRS
Raw Score	64	83	50	76	64	69	44	33	14	89	79	83	36	88	83
	81	100	67	88	83	96	78	63	19	86	100	97	92	100	98
	27	63	24	45	36	29	64	33	53	50	55	47	53	63	48
	36	69	57	50	47	60	39	33	28	75	57	73	64	71	69
	45	79	50	62	61	52	50	23	25	75	81	83	75	92	85
	64	63	86	60	56	81	78	30	28	64	76	67	53	63	90
	71	83	52	52	69	60	69	40	39	61	71	73	83	77	67
	81	94	83	76	72	98	75	50	6	78	93	87	83	94	90
	69	88	60	48	69	63	64	27	22	72	86	93	75	92	75
	57	83	60	57	64	63	56	23	22	78	76	93	69	85	73
	62	75	50	86	72	69	56	37	25	78	74	90	72	88	85
	60	77	57	60	67	52	50	27	14	64	79	77	67	71	83
	100	98	100	100	100	100	78	60	36	75	100	100	100	100	96
	60	63	52	52	56	40	42	23	28	72	71	70	61	67	63
	62	81	38	62	58	44	36	20	17	78	86	80	83	76	73
	52	71	43	50	53	52	53	47	19	56	69	53	50	60	65
	90	83	79	93	86	94	81	63	6	64	98	90	89	96	96
	40	83	74	62	47	46	67	37	8	83	55	87	69	73	90
	81	83	86	69	78	77	81	50	6	72	90	87	78	85	90
	79	88	69	64	72	79	69	23	31	78	79	83	81	88	85
	83	90	86	90	89	92	92	43	25	81	100	93	92	92	98
Average	65	81	63	67	67	67	63	37	22	73	80	81	75	82	81
St. Dev.	18	10	18	16	15	20	15	13	12	10	14	13	13	12	13
Norm Mn	-70	75	61	69	72	71	71	46	36	62	75	77	77	77	79
Norm Sd	13	12	16	13	12	12	16	16	16	12	14	13	12	12	12
Centile	34	69	54	42	34	38	31	27	18	81	66	62	42	66	58